DOCUMENT RESUME

ED 378 245 TM 022 634

AUTHOR	Ingels, Steven J.; And Others
TITLE	National Education Longitudinal Study of 1988. Second Follow-Up: Student Component Data File User's Manual.
INSTITUTION	National Opinion Research Center, Chicago, Ill.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-94-374
PUB DATE	Sep 94
NOTE	635p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF03/PC26 Plus Postage.
DESCRIPTORS	*Data Collection; Data Processing; Educational History; Followup Studies; Individual Development; Longitudinal Studies; National Surveys; Research Design; *Research Methodology; *Sampling; *Student Characteristics; *User Needs (Information)
IDENTIFIERS	Data Files; *National Education Longitudinal Study 1988; Weighting (Statistical)

ABSTRACT

This manual familiarizes data users with the procedures followed for data collection and processing of the second follow-up student component of the National Education Longitudinal Study of 1988 (NELS:88), with the corollary objective of providing necessary documentation for use of the data file. Chapter 1 presents an overview and history of the NELS:88, a national longitudinal study of the educational, vocational, and personal development of students at various grade levels. Chapter 2 describes data collection instruments, and chapter 3 considers sample design and weighting procedures. Data collection procedures, schedules, and results are in chapter 4, while chapter 5 describes data control and preparation, and chapter 6 reviews data processing. Chapter 7 describes the organization and contents of the data file and gives suggestions for using it. Seventeen appendixes provide supplemental information, and 11 figures and 40 tables illustrate survey findings and technical results. (SLD)

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual **September 1994**

National Education Longitudinal Study of 1988

Second Follow-Up: Student Component Data File User's Manual

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National Center for Education Statistics

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

September 1994

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up student component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data file.

Use of the data set does not require the analyst to be a sophisticated statistician or computer programmer. Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data file and how to use it. **Chapter VII and Appendix I, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix I will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on the design and conduct of the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 second follow-up.

The sample design and weighting procedures used in the second follow-up study are documented in Chapter III, as well as standard errors and design effects, non-sampling measurement errors, and problematic variables.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and preparation activities such as monitoring receipt of questionnaires, editing, and data retrieval. Chapter VI describes data processing activities including machine editing and construction of the cleaned data tape. Finally, Chapter VII describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES NELS:88 publications; guidelines for Statistical Analysis System (SAS) users; the second follow-up student questionnaire; the record layout for the student questionnaire; specifications for the composite variables; the content areas of the second follow-up components; a glossary of project terms; a discussion of conducting cross-cohort trend analyses of students; and a codebook for the student questionnaire data.

In addition to the study described in this manual, a number of supplemental NELS:88 components are also described in Appendix A. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are described in Appendix B including the following: the High School and Beyond (HS&B) base year files; merged HS&B first, second, third, and fourth follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

A Note on Data Use and Confidentiality

The NELS:88 second follow-up data files are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under the Privacy Act and Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 and the Privacy Act have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data file associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protection. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

Acknowledgements

A study such as this is built first and foremost upon the students, dropouts, teachers, school administrators, and parents who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have assisted in the implementation of NELS:88.

We wish to acknowledge the role of a number of other individuals in the realization of the aims of this study. Donald Rock and Judith Pollack of Educational Testing Service served as task leaders for cognitive test development. Miriam Clarke provided counsel on management issues in the main study. Leslie Scott contributed significantly to the conceptualization and development of file specifications and composite variables for the components of the study.

We are also grateful to the members of NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, chief of the Longitudinal and Household Studies Branch; Peggy Quinn, project officer for the second follow-up; as well as other branch staff--Ralph Lee, Shi-Chang Wu, and Jerry West--who contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division supplied statistical advice and review.

Three individuals in other agencies have worked particularly hard and effectively to help realize and extend the potential of NELS:88. Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon (formerly of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education). We are grateful for their efforts.

In addition, we would like to express our appreciation to the members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 Technical Review Panel. The panelists--Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall S. Smith, and John Stiglmeier--provided wise counsel on many difficult issues of design, instrumentation and implementation. As consultants to the second follow-up, Aaron Pallas, Joan Talbert, Leigh Burstein, Anthony Bryk, and Senta Raizen also contributed importantly to the design and ultimate success of the study.

Steven J. Ingels was overall NELS:88 second follow-up project director. Lisa Thalji was associate project director responsible for securing school cooperation and locating NELS:88 cohort members. Katy Dowd was associate project director responsible for the student component during data collection. Laura Reed and Virginia Bartot were the data processing managers, and Martin R. Frankel was the task leader for sampling and statistics.

The authors also wish to acknowledge those who contributed to the production of this manual. Kenneth A. Rasinski performed the confidentiality disclosure analysis for the NELS:88 Second Follow-Up. Additionally, Doug Barge, Michael Ma, Gloria Rauens, Supriti Sehra, Shiow-Ling Tsai-Ma, and Hsiuling Young provided a great deal of their time and expertise to produce the statistics reported throughout the manual. Our appreciation is also extended to Karen Sutherlin and Cynthia Mathews for their patience and thoroughness in the production of the manuscript. Finally, we would like to thank the National Opinion Research Center field and telephone center interviewers and supervisors who with such energy and determination collected the NELS:88 data.

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I. Introduction

This manual provides guidance and documentation for users of the public release data for the second follow-up student component of the National Education Longitudinal Study of 1988 (NELS:88). Because the student component public release files contain data from the base year (1988), first follow-up (1990), and second follow-up (1992) surveys, this manual will familiarize the user with each wave of NELS:88. Information about the purposes of the study, the data collection instruments, the sample design, and data collection and data processing procedures used in each wave is presented in this manual.

1.1 Organization of the Data User's Manuals

NELS:88 data sets have been produced in both public use and restricted use form. The **public use** data files reflect alteration or suppression of some of the original data imposed to minimize the risk of statistical disclosure of the identity of responding individuals. The **restricted use** files preserve the original data free of all confidentiality edits. Data files with high disclosure potential, specifically the transcripts file and the school effectiveness study files, are available in restricted form only. A more detailed discussion of measures used to preserve respondent confidentiality, and of procedures for gaining access to restricted use data, may be found in section 1.5 of this manual.

In addition to documentation for the restricted use transcript and school effectiveness study data files, five manuals have been produced for the NELS:88 second follow-up, one to accompany each of five public release files: student, dropout, parent, teacher, and school. Each manual furnishes the user with general information and documentation, as well as information and documentation for use with a specific public release data file.

While this manual is intended for use with the second follow-up of the student component, a set of manuals was produced and released to accompany each of the public release data files of the base year and first follow-up surveys; record layouts, codebooks, questionnaires, and variable descriptions for prior NELS:88 waves can be found in those previously published documents. Information on these publications and other documentation for NELS:88 is discussed in section 1.5 of this manual. This manual may also be utilized with the corresponding restricted use data files, as variables that were modified or suppressed on the public use files, but appear on the restricted use version of the data, are included in the codebook in their modified public use form.

1.2 Overview

1.2.1 NCES's National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies follows.

1.2.2 The National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems. Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

1.2.3 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, four follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; one in the spring of 1986, and (for the sophomore cohort only) one in the spring of 1992.

The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986, when these respondents were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. The NELS:88 first follow-

Figure 1-1: Development of key research issues for the NCES National Education Longitudinal Studies Program

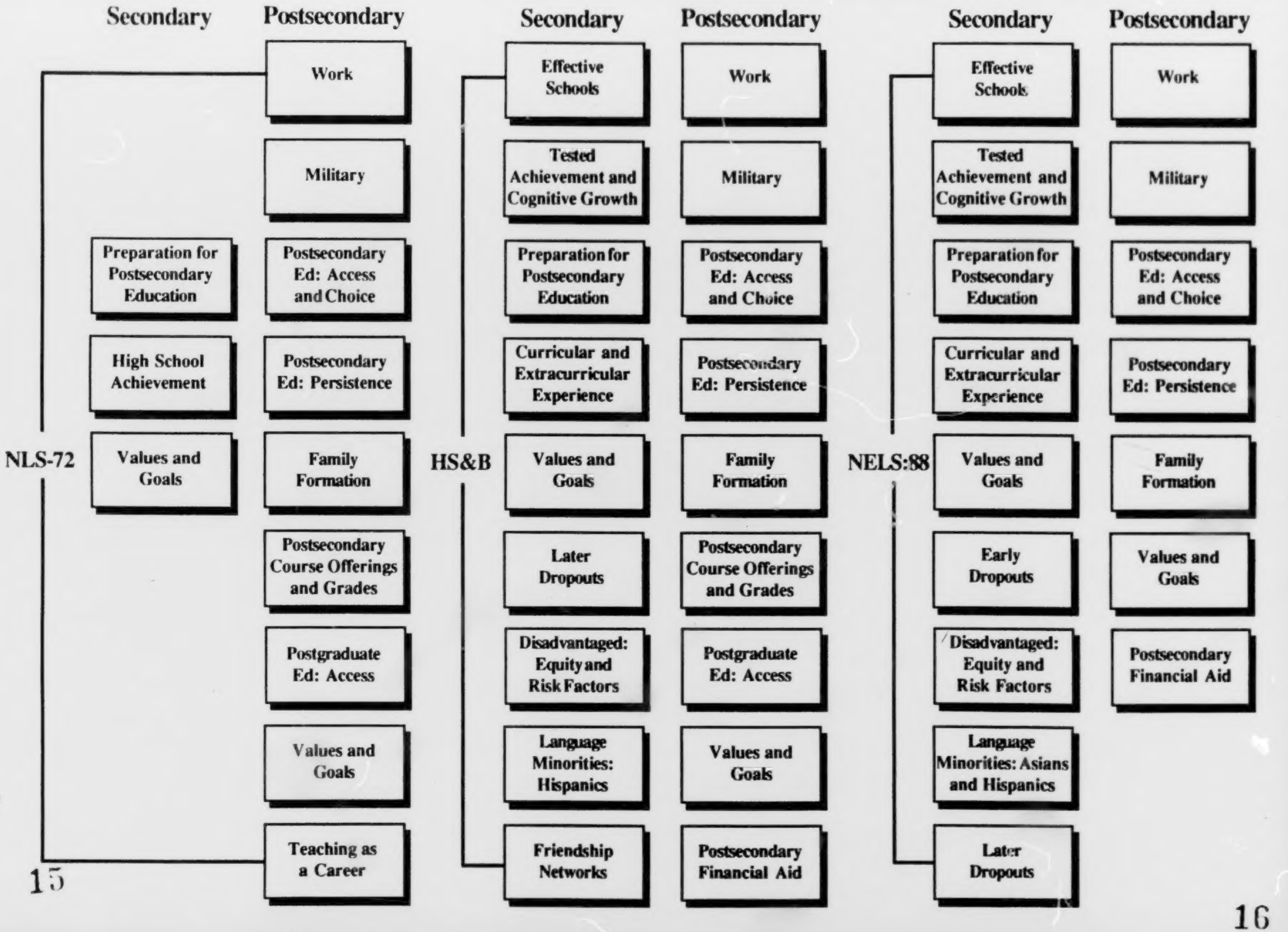
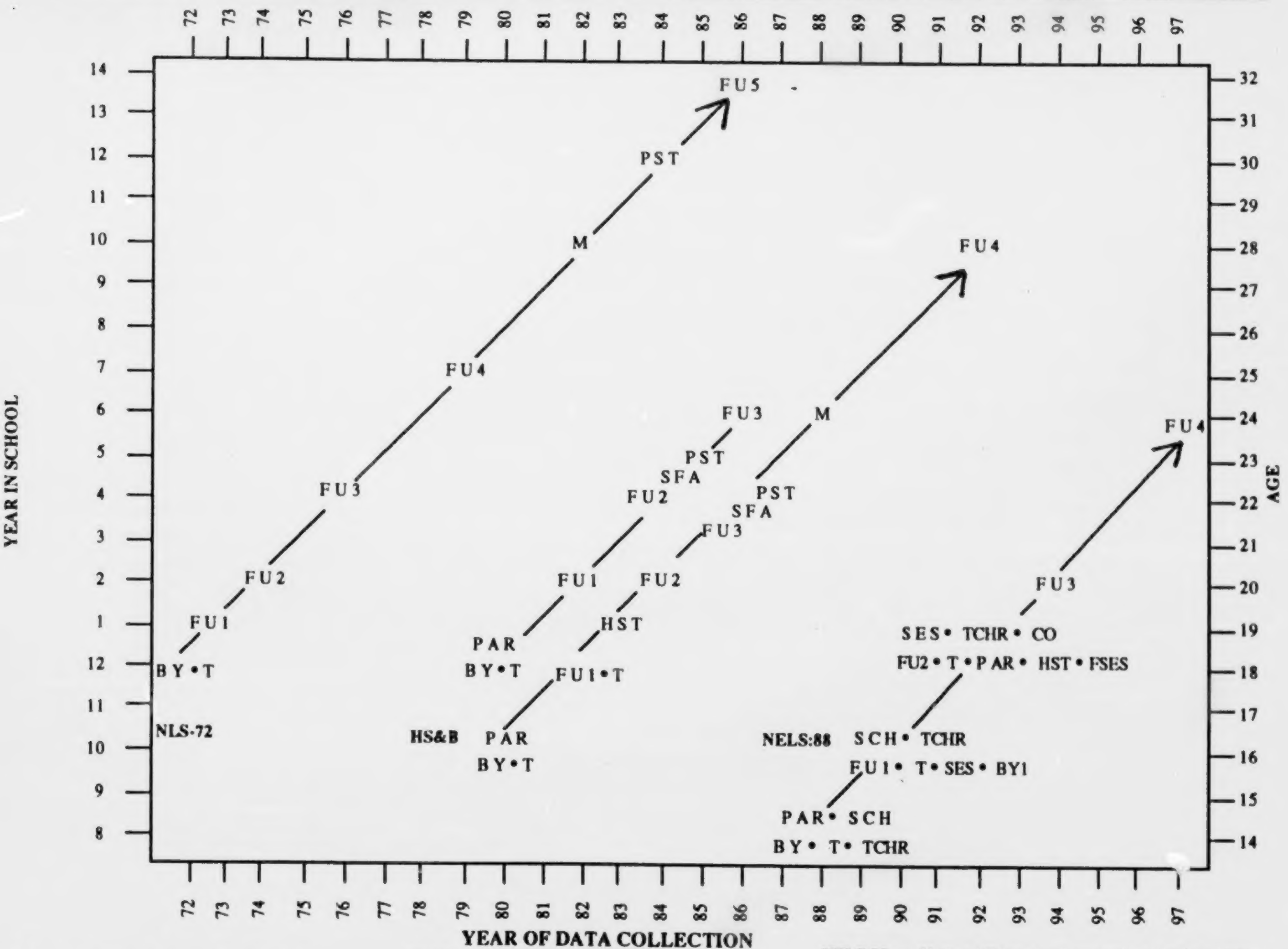

NLS-72
Secondary
Postsecondary
Preparation for Postsecondary Education
High School Achievement
Values and Goals
Work
Military
Postsecondary Ed: Access and Choice
Postsecondary Ed: Persistence
Family Formation
Postsecondary Course Offerings and Grades
Postgraduate Ed: Access
Values and Goals
Teaching as a Career
HS&B
Secondary
Postsecondary
Effective Schools
Tested Achievement and Cognitive Growth
Preparation for Postsecondary Education
Curricular and Extracurricular Experience
Values and Goals
Later Dropouts
Disadvantaged: Equity and Risk Factors
Language Minorities: Hispanics
Friendship Networks
Work
Military
Postsecondary Ed: Access and Choice
Postsecondary Ed: Persistence
Family Formation
Postsecondary Course Offerings and Grades
Postgraduate Ed: Access
Values and Goals
Postsecondary Financial Aid
NELS:88
Secondary
Postsecondary
Effective Schools
Tested Achievement and Cognitive Growth
Preparation for Postsecondary Education
Curricular and Extracurricular Experience
Values and Goals
Early Dropouts
Disadvantaged: Equity and Risk Factors
Language Minorities: Asians and Hispanics
Later Dropouts
Work
Military
Postsecondary Ed: Access and Choice
Postsecondary Ed: Persistence
Family Formation
Values and Goals
Postsecondary Financial Aid

Figure 1-2: Research design for the NCES National Education Longitudinal Studies (NELS) program


YEAR IN SCHOOL
AGE
YEAR OF DATA COLLECTION
72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97
14 13 12 11 10 9 8 7 6 5 4 3 2 1 12 11 10 9 8
32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14
NLS-72
BY • T
FU1
FU2
FU3
FU4
M
PST
FU5
HS&B
PAR
BY • T
FU1 • T
HST
FU2
SFA
PST
FU3
M
FU4
PAR
BY • T
FU1
FU2
SFA
PST
FU3
NELS:88
PAR • SCH
BY • T • TCHR
FU1 • T • SES • BY1
SCH • TCHR
FU2 • T • PAR • HST • FSES
SES • TCHR • CO
FU3
FU4

NLS-72 = National Longitudinal Study of the High School Class of 1972
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
FU5 = Fifth follow-up data collection
M = Maintenance of address date
PST = Postsecondary education transcripts
T = Cognitive test administration

HS&B = High School & Beyond: 1980
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
M = Maintenance of address date
PAR = Survey of parents
PST = Postsecondary education transcripts
SFA = Student financial aid records
T = Cognitive test administration

NELS:88 = National Education Longitudinal Study of 1988
BY = Base year data collection
BY1 = Base Year Ineligible Study
FSES = Followback Study of Excluded Students
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
CO = Course offerings
PAR = Survey of parents
SCH = School administrator survey
SES = School effectiveness study
T = Cognitive test administration
TCHR = Survey of teachers

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up sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel the 1980 and 1982 HS&B, and 1972 NLS-72 senior classes.[1]

1.3 The National Education Longitudinal Study of 1988: Overview

The **base year** of the National Education Longitudinal Study of 1988 (NELS:88) represented the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. This study of the 1988 eighth-grade cohort collects data about educational processes and outcomes pertaining to student learning, predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

The **first follow-up** in 1990 provided the first opportunity for longitudinal measurement of the 1988 baseline sample. It also provided a comparison point to high school sophomores ten years before, as studied in HS&B. The study captured the population of early dropouts (those who leave school between the end of eighth grade and the end of tenth grade), while monitoring the transition of the student population into secondary schooling. Freshening the NELS:88 sample to represent the tenth-grade class of 1990 makes trend comparisons with the HS&B sophomore cohort possible.[2]

The **second follow-up** took place in 1992, when most sample members entered the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. The NELS:88 second follow-up resurveyed all students from the eighth-grade cohort including students who were identified as dropouts in 1990, and identified and surveyed those students who left school after the first follow-up. In addition, the freshening process was also implemented in the second follow-up, creating a representative sample of the twelfth-grade class of 1992 and making trend comparisons with the senior cohorts of both NLS-72 and HS&B possible.

The **third follow-up** is occurring in 1994, with most sample members in postsecondary education or in the labor market. The goals of the 1994 round are to provide data for trend comparisons with NLS-72 and HS&B, and to continue cross-wave comparisons with previous NELS:88 rounds. The third follow-up will permit researchers to assess the effect of eighth-grade and high school curricular experiences on postsecondary education choice. The third follow-up will provide the means by which access of individuals with different backgrounds to quality educational institutions can be examined. The third follow-up will facilitate study of the influences of high school education experiences on postsecondary education and employment opportunities and choices. Labor force participation, postsecondary persistence, curricular progress, and family formation are further research topics which will be explored by the third follow-up. Additionally, the third follow-up will provide a basis for assessing how many dropouts have returned to school and by what route, and will measure the access of dropouts to vocational training programs and to other postsecondary institutions. A **fourth follow-up** will take place in 1997 or 1998.

---

[1] Note, however, that the HS&B 1980 sophomore cohort in 1982 does not strictly constitute a representative sample of the nation's 1982 seniors, but rather a representative sample of 1980 sophomores two years later. Because of the sample freshening that took place in NELS:88 (but not in HS&B), the subset of NELS:88 sample members who were high school seniors in the spring of 1992 are nationally representative of seniors and are wholly comparable to the NLS-72 and HS&B 1980 probability samples of twelfth graders.

[2] The process referred to here as "freshening" added students who were not in the base year sampling frame, either because they were not in the country or because they were not in eighth grade in the spring term of 1988. The 1990 freshening process provided a representative sample of students enrolled in tenth grade in the spring of 1990. The 1992 freshening process provided a representative sample of students enrolled in twelfth grade in the spring of 1992.

1.3.1 NELS:88 Study Objectives

NELS:88's major features include the planned integration of student, dropout, parent, teacher, and school studies; the initial concentration on an eighth-grade student cohort with follow-up at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose data set for the development and examination of federal educational policy. Part of its aim is to inform decision makers, education practitioners, and parents about the changes in the operation of the educational system over time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues including: identification of school attributes associated with achievement; the transition of different types of students from eighth grade to secondary school; the transition of secondary students to postsecondary education or the work force; the influence of ability grouping and program type on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the defining features of NELS:88 is the extensive attention it gives to the role of parents. The second follow-up parent survey (the parent survey was also conducted in 1988) gathered data on the effect of parents' attitudes and behaviors on educational or career choices, financial preparation for postsecondary education, the correlates of active parental involvement in the school, and the parent's role in the educational success of their children. Appendices M and N provide an overview of some of the key policy issues of education research and the second follow-up student, dropout, school, parent, and teacher items which are related to them.

The NELS:88 design enables researchers to conduct analyses on three principal levels: cross-wave, cross-sectional at a single time point, and cross-cohort by comparing NELS:88 findings to those of HS&B and NLS-72. The first of these levels provides NELS:88 with its primary objective: to serve the purposes of longitudinal measurement. The sampling and data collection designs give priority to maintaining and surveying a substantial number of base year sample members, as well as to sustaining overlapping but analytically distinct cohorts of sophomores and seniors.[3] Users of NELS:88 data will be able to study the effect of a wide variety of factors on students' educational and professional attainment. The longitudinal data gathered from students, and augmented through parent, teacher, school administrator, and school record (for example, academic transcripts) accounts of students' progression and development, will facilitate scrutiny of various facets of students' lives--their problems and concerns, their relationships with parents, peers, and teachers, and the characteristics of their schools--and permit examination of the impact of these factors on social, behavioral, and educational development.

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[3] Sample freshening in the first follow-up ensured the existence of a nationally representative sophomore cohort as well. *All* 1990 tenth graders have been retained in the 1992 sample.

The second analytic level within NELS:88 is cross-sectional. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students at two-year intervals, and freshening the 1990 and 1992 samples to obtain representative national cross-sections of tenth and twelfth graders, the study also provides a statistical profile of America's eighth graders, high school sophomores, and high school seniors. Figure 1-3 depicts the components in each wave of NELS:88, while Figure 1-4 illustrates the sample design for the base year through the third follow-up.

Finally, NELS:88 has been designed to provide researchers with data for drawing comparisons with previous NCES longitudinal studies. After the release of NELS:88 first follow-up data, researchers were able to conduct trend analyses with the 1980 sophomore cohort of HS&B. With completion of the NELS:88 second follow-up, comparisons may be made among NELS:88, HS&B, and NLS-72 senior cohorts. To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey were repeated in each wave of NELS:88, and data processing and file conventions have been kept consistent, to the maximum extent feasible, with HS&B and NLS-72. For users specifically interested in conducting trend analyses of NLS-72, HS&B and NELS:88 data, further information on content and design similarities and differences between these three studies is presented in Appendix D of this manual, and Appendix E provides information on the specific items which were used across these studies. Appendices M and N provide an overview of the content areas of the second follow-up student, dropout, school, parent, and teacher components.

1.3.2 Base Year Study and Sample Design

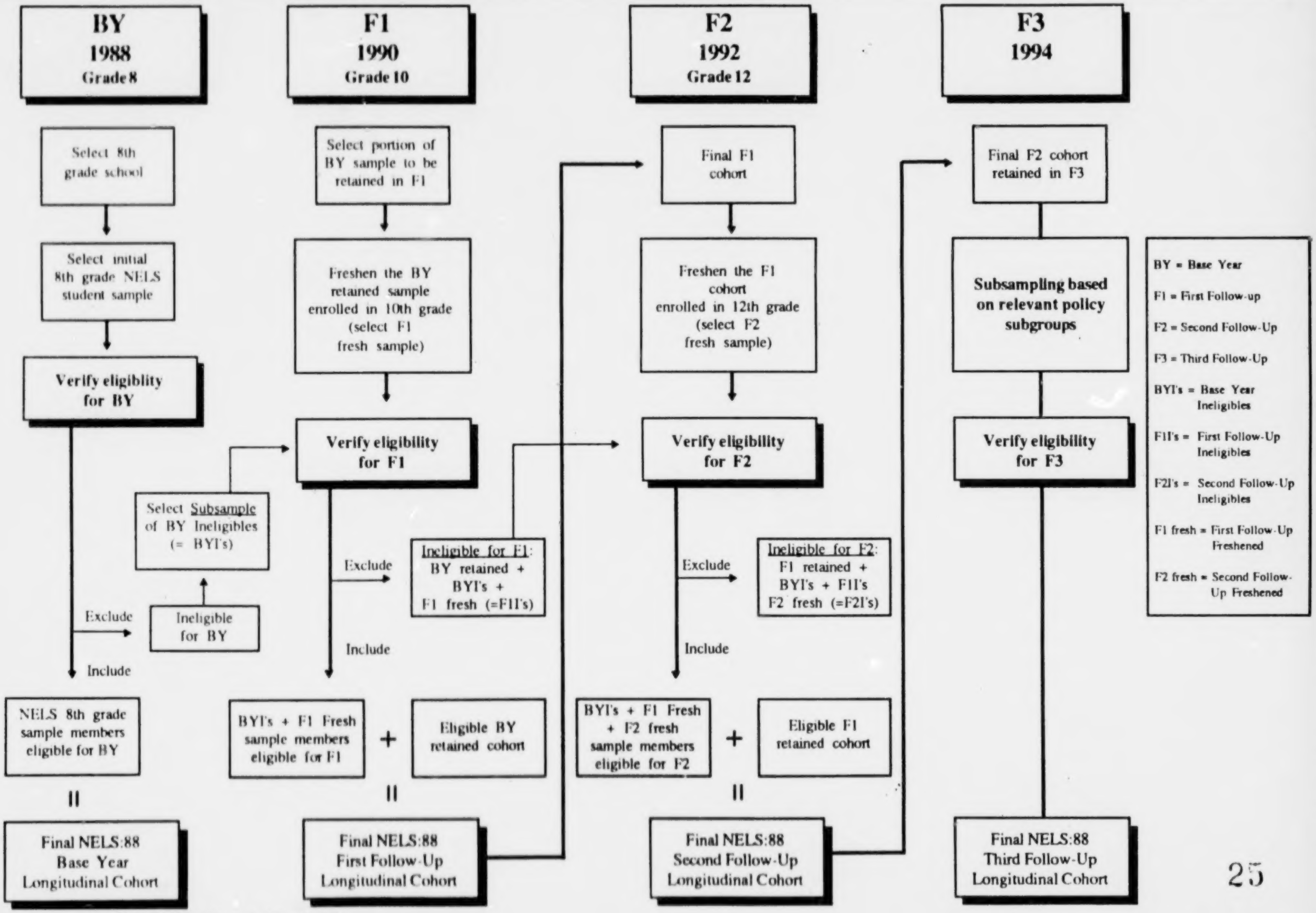
The base year study design comprised four components: surveys and tests of **students**, and surveys of **parents**, **school administrators**, and **teachers**. A student questionnaire gathered information about basic background variables and a range of other topics including school work, educational and occupational aspirations, and social relationships. Students also completed a series of curriculum-sensitive cognitive tests to measure educational achievement and cognitive growth between eighth and twelfth grades in four subject areas--reading, mathematics, science, and social studies (history/geography/civics). One parent of each student was asked to respond to a parent survey intended to measure parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. Selected teachers in two of the four subject areas completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices. Finally, a school administrator questionnaire was completed by school principals. It gathered descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and offerings.

In the NELS:88 base year, a two-stage stratified probability design was used to select a nationally representative sample of eighth-grade schools and students. Schools constituted the primary sampling unit; the target sample size for schools was 1,032. A pool of 1,032 schools was selected through stratified sampling with probability of selection proportional to eighth-grade size and with oversampling of private schools. A pool of 1,032 replacement schools was selected by the same method. Of the 1,032 initial selections, 30 proved to be ineligible. Of the 1,002 eligible selections, 698 participated. An additional 359 schools (supplied by alternative selections available from the replacement pool) also participated, for a total school sample of 1,057 cooperating schools, of which 1,052 schools (815 public schools and 237 private schools) contributed usable student data. For 1,035 of these 1,052 schools, both student and school administrator data were received. In the NELS:88 base year design, students were the secondary sampling unit. The second stage--student sampling--produced a random selection of

Figure 1-3: Base year through fourth follow-up – NELS:88 components

	BASE YEAR	FIRST FOLLOW-UP	SECOND FOLLOW-UP	THIRD FOLLOW-UP	FOURTH FOLLOW-UP
Data collection:	spring term 1988	spring term 1990	spring term 1992	spring 1994	spring 1997 or 1998
Grades included:	Grade 8	modal grade = sophomore	modal grade = senior	H.S. + 2 years	H.S. + 5 or 6 years
Cohort:	**students:** questionnaire, tests	**students, dropouts:** questionnaire, tests	**students, dropouts:** questionnaire, tests, H.S. transcripts	**all individuals:** questionnaire	**all individuals:** questionnaire
Parents:	questionnaire	none	**students, dropouts:** questionnaire	none	none
Principals:	questionnaire	**students:** questionnaire	**students:** questionnaire	none	none
Teachers:	two teachers per student (taken from English, social studies, mathematics, or science)	**students:** two teachers per student (taken from English, social studies, mathematics, or science)	**students:** one teacher per student (taken from mathematics or science)	none	none

Figure 1-4: Longitudinal Sample Design of NELS:88 (1988 - 1994)*


BY
1988
Grade 8
F1
1990
Grade 10
F2
1992
Grade 12
F3
1994
Select 8th grade school
Select initial 8th grade NELS student sample
Verify eligiblity for BY
Exclude
Ineligible for BY
Select Subsample of BY Ineligibles (= BYI's)
Include
NELS 8th grade sample members eligible for BY
=
Final NELS:88 Base Year Longitudinal Cohort
Select portion of BY sample to be retained in F1
Freshen the BY retained sample enrolled in 10th grade (select F1 fresh sample)
Verify eligibility for F1
Exclude
Ineligible for F1: BY retained + BYI's + F1 fresh (=F1I's)
Include
BYI's + F1 Fresh sample members eligible for F1
+
Eligible BY retained cohort
=
Final NELS:88 First Follow-Up Longitudinal Cohort
Final F1 cohort
Freshen the F1 cohort enrolled in 12th grade (select F2 fresh sample)
Verify eligibility for F2
Exclude
Ineligible for F2: F1 retained + BYI's + F1I's F2 fresh (=F2I's)
Include
BYI's + F1 Fresh + F2 fresh sample members eligible for F2
+
Eligible F1 retained cohort
=
Final NELS:88 Second Follow-Up Longitudinal Cohort
Final F2 cohort retained in F3
Subsampling based on relevant policy subgroups
Verify eligibility for F3
Final NELS:88 Third Follow-Up Longitudinal Cohort
BY = Base Year
F1 = First Follow-up
F2 = Second Follow-Up
F3 = Third Follow-Up
BYI's = Base Year Ineligibles
F1I's = First Follow-Up Ineligibles
F2I's = Second Follow-Up Ineligibles
F1 fresh = First Follow-Up Freshened
F2 fresh = Second Follow-Up Freshened

* **Fourth follow-up is scheduled for 1997**

26,432 students among participating sampled schools, resulting in participation by 24,599 spring term 1988 eighth graders.[4] On average, each of the participating schools was represented by 23 student participants. Additional information about the base year sample design is provided in the *NELS:88 Base Year Sample Design Report*.[5]

1.3.3 First Follow-Up Core Study and Sample Design

The first follow-up of NELS:88 comprised the same components as the base year study, with the exception of the parent survey, which was not repeated in the 1990 round. In addition, three new components--the dropout study, base year ineligible study, and school effectiveness study--were initiated in the first follow-up, and a freshened sample was added to the student component. As in the base year, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure tenth-grade achievement and cognitive growth between 1988 and 1990 in the subject areas of mathematics, science, reading, and social studies (history/geography/civics). The student questionnaire collected basic background information, and asked students about such topics as their school and home environments, participation in classes and extra-curricular activities, current jobs, their goals and aspirations, and opinions about themselves. Following the base year design, two teachers of each student were asked to complete a teacher questionnaire, and a school administrator questionnaire was completed by school principals. First-time participants in NELS:88--including students just added to the cohort through the sample freshening process, base year ineligibles who became eligible in the first follow-up, and base year nonrespondents who did participate in the first follow-up--completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the first follow-up. The first follow-up also surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and that of the 1989-90 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, family formation, plans for the future, employment, attitudes and self-concept, and home environment.

The selection of students was implemented in two stages. The first stage of sampling involved the selection of 21,474 students who were in the eighth-grade NELS:88 sample in 1988.[6] Because some sophomores in 1990 were not in the country or were not in the eighth grade in the spring term of 1988, the representative subsample of the eighth-grade cohort was augmented through a process called freshening. The goal was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. Freshening added an additional 1,229 tenth graders (of whom 1,043 were found to be eligible and still retained after final subsampling) who were not contained in the base year sampling frame.

Several components were added to the first follow-up to increase its analytic power. One of these enhancements, the **base year ineligible (BYI) study**, was added to the first follow-up in order to ascertain the 1990 school enrollment status and the 1990 NELS:88 eligibility status of students who were excluded from the base year survey due to a language barrier or physical or mental disability which precluded them from completing a questionnaire and cognitive test. Any eligible students were included in both the first and second follow-up.

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[4] The sample size of 26,435 cited in the *NELS:88 Base Year Student Component Data File User's Manual* is a typographical error.

[5] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R.E.; August 1990; NCES 90-463, ERIC ED 325-502.

[6] This includes students who were base-year nonrespondents, as well as approximately 2,400 U.S. Department of Education Office of Bilingual Education and Minority Languages Affairs (OBEMLA) sponsored sample members.

In addition to the BYI study, the **school effectiveness study (SES)**, designed to sustain analyses of school effectiveness issues, was conducted in conjunction with the first follow-up. The within-school student sample of 248 participating first follow-up high schools in the thirty largest metropolitan statistical areas was augmented to produce a probability sample of both schools and students within the framework of the primary longitudinal study.

1.3.4 Second Follow-Up Core Study and Sample Design

The NELS:88 second follow-up repeats all components of the first follow-up study. In addition, the parent component is included once again in the second follow-up. Two new components--the transcript and course offerings components--were initiated in the second follow-up. The course offerings component was implemented as a part of the school effectiveness study (SES). The transcript component was undertaken for sample members as described in section 1.3.5. Sample freshening was also implemented in the second follow-up to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-1992 school year.

As in the previous waves, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure twelfth-grade achievement and cognitive growth between 1988 and 1992 in the subject areas of mathematics, science, reading, and social studies (history/citizenship/ geography). The student questionnaire asked students about such topics as academic achievement; student perceptions and feelings about their curriculum and school, family structure and environment; social relations; aspirations, attitudes, and values, especially as they relate to high school and occupational or postsecondary educational plans. The student questionnaire also gathered data about the family decision-making structure during the critical transition from secondary school to postsecondary education or the work environment. The student questionnaire contained a supplement for early graduates, the intent of which was to document the reasons for and circumstances of early graduation.

In a departure from the base year and first follow-up teacher survey designs only one teacher (either a mathematics or science teacher) of each student was asked to complete a teacher questionnaire.[7] A school administrator questionnaire, as in the first follow-up, was completed by school principals. If a student was a first-time participant in NELS:88, he or she also completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the second follow-up.

The second follow-up, in addition to surveying students who were enrolled in school, surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and the spring term of the 1991-92 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, plans for the future, employment, attitudes and self-concept, and home environment.

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[7] If a student was not enrolled in either a mathematics or science class, no teacher questionnaire was administered. 10,861 students, 69.2 percent of the students in the contextual components sample, were enrolled in a mathematics class, a science class, or both during the spring term of 1992.

Each student and dropout selected for the first follow-up was included in the second follow-up. From within the schools attended by the sample members, 1,500 twelfth-grade schools were selected as sampled schools. Of the 1,500 sampled schools, the full complement of component activities occurred in 1,374 schools. For students attending schools other than those 1,374 schools, only the student and parent questionnaires were administered. Retaining the entire first follow-up sample in the 1992 round provides a maximally efficient sample for the NELS:88 second follow-up while satisfying researchers who are interested in maximizing the presence in the study of rare policy-relevant populations.

The student sample was then augmented through freshening at the NELS:88 selected schools, the aim of which was to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-92 school year. Freshening added an additional 364 twelfth graders (of whom 243 were deemed eligible) who were not contained in either the base year or first follow-up sampling frames.[8] Additional information about the second follow-up sample design is provided in Chapter III of this manual and in the forthcoming *NELS:88 Second Follow-Up Sample Design Report*. Most in-school survey sessions were held in the period from January through March 1992, though a few took place as late as June 1992. Dropout data collection occurred between January and October 1992.

1.3.5 Second Follow-Up Design Enhancements

Two new components, the **transcript** and the **course offerings** components, were added to the NELS:88 second follow-up. These components provide archival data which describe the academic experience of high school students and the curricula offered by their schools. The complete high school transcript record was collected for 1) the contextual sample--students attending sampled schools in the spring of 1992; 2) all dropouts, dropouts in alternative programs, and early graduates, regardless of school affiliation; and 3) triple ineligibles enrolled in the twelfth grade in the spring of 1992, regardless of school affiliation. Triple ineligibles are 1988 eighth graders who were ineligible for the base year, first follow-up, and second follow-up surveys due to mental or physical disability, or language barrier. NELS:88 course-taking data will provide not only a baseline against which future student outcome measures can be compared, but will illuminate trends when contrasted to the 1982 HS&B high school transcript study, the 1987 National Assessment of Educational Progress (NAEP) transcript study, and the 1990 NAEP transcript study. The course offerings component provides curriculum data from second follow-up school effectiveness study schools through which school effects on student outcomes can be studied.

The **school effectiveness study (SES)** was added to the first follow-up to provide a probability sample of tenth-grade schools, with a sizable and representative within-school sample of students, through which longitudinal school-level analysis (comparable to 1980-82 HS&B sophomore cohort analysis) could be conducted. In the first follow-up school effectiveness study, permission to conduct the study was gained from 251 schools and 248 of those schools were final SES participants. The second follow-up school effectiveness study returned to 247 of the 251 cooperating first follow-up SES schools, conducting freshening on both longitudinal and SES sample members, and selecting additional students from the pool including students who transferred into the school since the 1989 selection of SES students. The second follow-up school effectiveness study was enhanced by the addition of archival data collected by the new course offerings component, and was further augmented by the administration of free response science and mathematics cognitive test items in SES schools.

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[8] Of the 364 freshened students, 76 were sampling errors, and became ineligible through questionnaire data; 15 dropped out of school between the sampling effort and data collection (these 15 are found only on the restricted use file); 13 were out of scope due to language barrier, moved out of the country, or were deceased; 9 were ineligible due to mental or physical incapacity; and the status could not be collected for 8 cases.

1.4 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year, first follow-up, and second follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states to provide representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

1.4.1 Sample Supplements and Augmentations

Sample supplements and augmentations for the second follow-up were sponsored by various sources. The National Science Foundation (NSF) sponsored the core study teacher component, while NCES funded administration of the teacher survey in the school effectiveness study. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic and Asian-Pacific Islander students, and for disproportionately retaining Hispanic, Asian-Pacific Islander, and American Indian students in the first follow-up. The **school effectiveness study (SES)** of the second follow-up was begun in the first follow-up with funds from the MacArthur Foundation and from NCES. NCES also sponsored the **followback study of excluded students (FSES)**, a continuation of the base year ineligible study of the first follow-up, which included 303 base year sample members who were ineligible to participate in the base year or first follow-up surveys. For each wave of NELS:88, all survey instruments and cognitive tests were administered to the core study (which included the OBEMLA oversample) and augmentation samples in an identical fashion; some by personal interviews, and others by telephone.

1.4.2 Instrument Supplements

The NELS:88 second follow-up instruments were supplemented in various ways by federal agencies. The National Science Foundation (NSF) sponsored supplemental mathematics and science items on the student questionnaire and free response science and mathematics items on the school effectiveness study cognitive test. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), added questions about minority language use patterns and bilingual programs. Appendix B contains information on related NELS:88 enhancements and state augmentations, as well as data from other education studies which are available through NCES.

1.5 NELS:88 Data and Documentation

NELS:88 base year, first follow-up, and second follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and on compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the restricted data.

Because multilevel microdata (that is, individual-level data from multiple, linkable sources) carries with it some risk of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which items of information, used alone, in conjunction with other key variables, or in conjunction with public external sources such as school universe files, have significant disclosure potential. Variables that were found to pose significant disclosure risks were suppressed or altered to remove or substantially reduce such risks. For example, in some cases, continuous variables have been recast as categorical variables, or fine-grained categorical variables have been more grossly recategorized.

In a few instances, data elements have been suppressed or changed. Because of this, a particular school or individual student might be characterized in terms of a certain variable on the restricted use version of the NELS:88 data, but be coded to missing on the public files, coded to an adjacent response category, or included in a code which collapsed two or more response categories. These suppressions and recodes have been clearly labelled in the codebooks included in each data file user's manual.

While the extremely high value that is placed on confidentiality--not only by federal statute, but also by NCES and contractor standards--justifies these alterations of the data, it is recognized that some of these protections against disclosure may at times reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes restricted use data files available to qualified researchers with a proven need for the data in its restricted use form. To obtain the restricted use data, it is necessary for an organization to obtain a licensure agreement from NCES. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. Refer to section 7.3.2 for instructions for obtaining access to the NELS:88 restricted use data files.

1.5.1 Base Year Data Tapes and Documentation

Four public release tapes were produced for the NELS:88 base year study, one for each study component--the student, parent, teacher, and school. A data file user's manual was produced for each of the public release data tapes.[9] Additional forms of documentation produced include the *NELS:88 Base Year Sample Design Report* which assesses the sampling procedures for the base year survey.[10] The *Psychometric Report for the NELS:88 Base Year Test Battery* gives an in-depth description of the rationale, development, and statistical properties of the eighth-grade cognitive test battery.[11] The *NELS:88 Base Year Final Technical Report* provides detailed documentation of the methodology of the survey.[12] Finally, *Quality of the Responses of Eighth-Grade Students in NELS:88* documents the reliability and validity of student responses.[13] A number of additional NELS:88 analysis reports and special tabulations are available from NCES. Information on published and planned future reports and tabulations is listed in Appendix C.

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[9] Ingels, S.J.; Abraham, S.Y.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R. March 1990; NCES 90-464, 90-466, 90-482 (ERIC ED 322-223), 90-484 (ERIC ED 322-222).

[10] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R.E. August 1990; NCES 90-463 (ERIC ED 325-502).

[11] Rock, D.A., and Pollack, J.M. April 1991; NCES 91-468, ERIC ED 334-241.

[12] Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; Buckley, P.; 1990; Chicago: NORC.

[13] Kaufman, P.; Rasinski, K.A.; Lee, R.; West, J. September 1991; NCES 91-487, ERIC ED 339-722.

1.5.2 First Follow-Up Data Files and Documentation

Four public release data files were produced for the NELS:88 first follow-up, one for each study component--the student, dropout, teacher, and school surveys.[14] As with the base year data files, a data user's manual was provided for use with each public release first follow-up data file.[15] The student data file user's manual encompasses both the 1988 and 1990 waves of the study.

Further first follow-up documentation, including an assessment of sampling and the psychometric properties of the cognitive tests is reported in the *NELS:88 First Follow-Up Final Technical Report*.[16] Special reports and tabulations based on first follow-up findings have either been published or are in preparation at this time. These reports, and their estimated release dates, are listed in Appendix C.

An electronic codebook released in the spring of 1993 on CD-ROM includes public use student, school, and teacher data from the base year and first follow-up waves of NELS:88. Also included in the first follow-up electronic codebook released on a CD-ROM are public use data from the base year parent survey and dropout data from the first follow-up. The electronic codebook is MS-DOS based and menu driven. This on-line codebook system allows PC or PC-compatible computer users to:

- search a list of relevant variables based on key words or variable names;
- view frequencies for each variable;
- view question text;
- write SAS or SPSS control card files which can be used to construct a data system file; and,
- generate a codebook of selected variables.

Documentation includes an instruction guide to codebook operation and a technical appendix which outlines computer system requirements for codebook use.

1.5.3 Second Follow-Up Electronic Codebook on CD-ROM and Documentation

Five user's manuals have been produced for the NELS:88 second follow-up public release files, one to accompany each of the following components: student, dropout, parent, teacher, and school. Each manual furnishes the user with general information and documentation both about NELS:88 and a specific public release data file. Although the five user's manuals are written for use with the public release data files, they may also be utilized with the restricted use files. Additional manuals will be produced for use with the transcript and school effectiveness study restricted use data files.

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[14] The school effectiveness study data will be released as a combined first and second follow-up data set.

[15] Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L. April 1992; NCES 92-030 (ERIC ED 347-780), 92-083, 92-084, 92-085.

[16] Ingels S.J., Scott L.A., Rock D., Pollack J., Rasinski K.; Washington D.C.: NCES, 1994.

The second follow-up magnetic tapes and CD-ROM comprise all components of the second follow-up survey, as well as updated base year and first follow-up files. The cognitive test scores have been rescaled for the second follow-up release of the base year, first follow-up, and second follow-up files, and the ECB features windows with both weighted as well as unweighted frequencies and percentages. A user's guide is available for the ECB and CD-ROM products.

Other second follow-up restricted data files, such as the high school transcript survey, the school effectiveness study (SES), and the early graduate supplement, also appear on CD-ROM but not in the ECB format. These files can be downloaded to floppy diskette or hard drive on a PC, and/or uploaded to mainframe or other machines. The files can be converted to systems files for use with standard statistical software packages. Chapter VII contains additional information on the magnetic tape and CD-ROM releases.

Additional forms of second follow-up documentation, including an in-depth assessment of sampling and non-sampling error, the sampling design, the psychometric properties of the cognitive tests, and various analysis reports are planned. These reports, and their estimated release dates, are listed in Appendix C.

II. Data Collection Instruments

This chapter provides a brief description of the student and dropout survey instruments and cognitive tests used in the second follow-up. All other instruments--the parent, school administrator, teacher, and new student supplement questionnaires--are described in Appendix A. Because of their similarity to the second follow-up documents, the content areas of the base year and first follow-up questionnaires will not be described in this manual. Appendix A, however, does give a comparative overview of the content areas in the base year and first follow-up questionnaires. Any differences in or additions to thematic areas in the second follow-up survey instruments are illustrated in Appendix A. Since longitudinal data users may benefit from being able to take into account the data that is being collected in 1994, a copy of the third follow-up questionnaire is included in Appendix Q.

2.1 Instrument Development

The data collection instruments for the NELS:88 second follow-up were similar in content and form to those utilized in the prior waves. The second follow-up instruments consisted of a student questionnaire and cognitive tests, dropout, parent, teacher, and school administrator questionnaires. The new student supplement, added in the first follow-up to elicit demographic information from newly freshened students, was again administered in the second follow-up.

Instrument development was guided by the research objectives of NELS:88. Questionnaires were designed to meet the longitudinal goals of the study; items were chosen based on their utility in predicting or explaining future outcomes as measured in the second follow-up or later survey waves. All of the questionnaires employed in the base year, first follow-up, and second follow-up surveys were framed to provide continuity and consistency with earlier NCES education longitudinal studies, as well as to address new areas of policy concern and to reflect recent directions in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study (SASS), to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. For example, NELS:88 mathematics tests were designed so that NELS:88 and NAEP test scores can be equated, and so that HS&B and NELS:88 mathematics test results can be equated as well. Appendix E contains an outline of the items which overlap between the NELS:88 base year, first follow-up, and second follow-up questionnaires, HS&B senior cohort student questionnaires, and NLS-72 senior cohort student questionnaire.

A field test of the NELS:88 second follow-up, conducted in 1990 and 1991, examined survey instruments and procedures, and played a key role in instrument development. The second follow-up field test included six survey components: the student, dropout, parent, and school administrator surveys, the cognitive test battery, and the transcript component. Upon completion of field test data collection, the information gathered was used to inform planning for the main study. Analysis of field test data was also used to improve the measurement properties of test and questionnaire items, as well as to identify instrument items which needed to be modified or deleted for reasons of instrument length or item format. A detailed description of the second follow-up field test can be found in the *Field Test Report: National Education Longitudinal Study of 1988 Second Follow-Up*.[1]

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[1] Dowd, K. et al.; v. 1; 1991; Chicago: NORC. ERIC ED 335-418.

2.2 Survey Instruments and Content Coverage

2.2.1 Student Questionnaire and Cognitive Tests

Sample members who attended school during the spring term of the 1991-92 school year were administered a student questionnaire, either at an in-school or off-campus survey session. Sample members who were administered a student questionnaire also included 1) those identified as dropouts at some earlier time, but who returned to and remained in school during the spring term of 1992, and 2) those alternative completers who had already passed the General Educational Development test (GED) or had obtained some other equivalency certification. The self-administered questionnaire, which took approximately one hour to complete, collected information on a wide range of topics, including students' background, language use, home environment, perceptions of self, occupational or postsecondary educational plans, jobs and household chores, school experiences and activities, work, and social activities. Information collected by the second follow-up student questionnaire supplies a baseline for the study of the NELS:88 cohort's transition to postsecondary education or entry into the labor market. The second follow-up student and dropout questionnaires were available in both English and Spanish.[2]

In addition to the student questionnaire, students completed a series of cognitive tests, also administered at in-school or off-campus survey sessions. The combined tests, covering four subject areas, included 116 items to be completed in 85 minutes. The cognitive tests are described briefly below:

- Reading Comprehension (21 questions, 21 minutes)

  This subtest contained five short reading passages or pairs of passages, with three to five questions about the content of each. Questions encompassed understanding the meaning of words in context, identifying figures of speech, interpreting the author's perspective, and evaluating the passage as a whole.

- Mathematics (40 questions, 30 minutes)

  Test items included word problems, graphs, equations, quantitative comparisons, and geometric figures. Some questions could be answered by simple application of skills or knowledge, others required the student to demonstrate a more advanced level of comprehension and/or problem solving.

- Science (25 questions, 20 minutes)

  The science test contained questions drawn from the fields of life science, earth science, and physical science/chemistry. Emphasis was placed on understanding of underlying concepts rather than retention of isolated facts.

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[2] Eight dropouts and 41 students completed the Spanish-language questionnaire in the NELS:88 second follow-up. Because of the small number of questionnaires completed in Spanish, a separate flag was not created for these cases. The percentage of questionnaires completed in Spanish--around 0.2 percent--is similar to the percentage of HS&B seniors who opted to complete Spanish-language questionnaires in 1980/1982.

- History/Citizenship/Geography (30 questions, 14 minutes)

  American history questions addressed important issues and events in political and economic history from colonial times through the recent past. Citizenship items included questions on the workings of the federal government and the rights and obligations of citizens. The geography questions touched on patterns of settlement and food production shared by other societies as well as our own.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery for the second follow-up. Six forms of the cognitive test battery were produced in the second follow-up, each comprising a different combination of mathematics and reading difficulty levels. Each sample member's test form was determined by his or her scores on the base year and/or first follow-up mathematics and reading tests; freshened students and first follow-up nonrespondents received the intermediate version of the second follow-up cognitive test battery (Version III). The purpose of the multilevel design of the second follow-up cognitive test battery was to guard against ceiling and floor effects which may occur when testing must span four years of schooling. This adaptive approach tailors the difficulty of the reading and mathematics tests to the ability of the respondent, thereby leading, given limitations in testing time, to a more accurate measurement than a single level design. Figure 2-1 illustrates the distribution of test versions to second follow-up sample members and defines the test combinations used in the second follow-up.

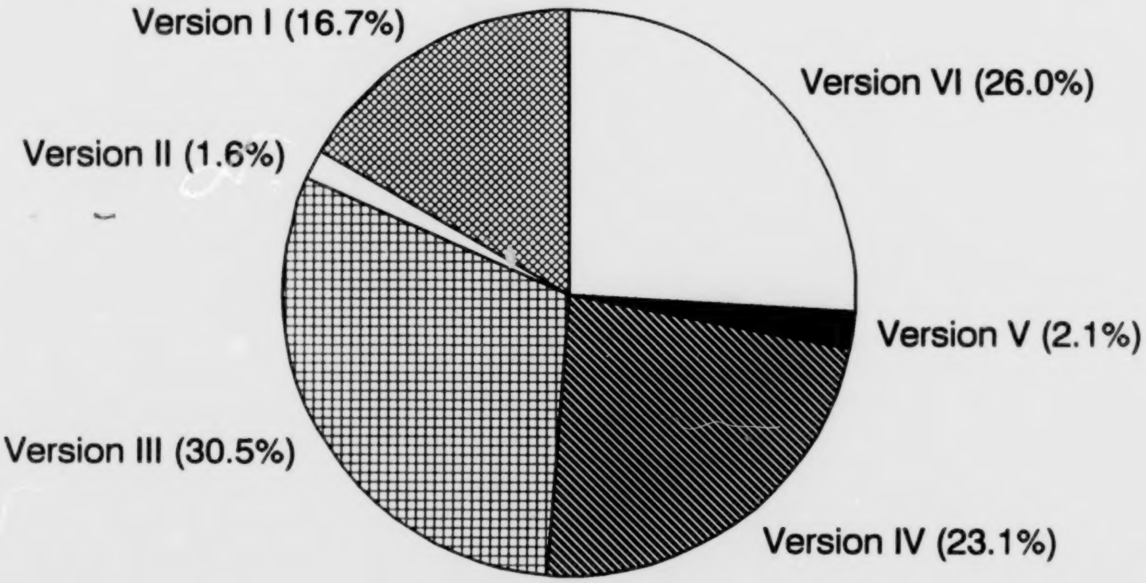
Psychometric properties of the cognitive tests are discussed in the forthcoming *NELS:88 Second Follow-Up Psychometric Report*, the forthcoming *NELS:88 First Follow-Up Final Technical Report*, and the *Psychometric Report for the NELS:88 Base Year Test Battery*, all obtainable from NCES.

2.2.2 Dropout Questionnaire

During the data collection period from January through October 1992, a dropout questionnaire was administered to sample members who, based on data gathered through administration of a status screener, were not in an academic program leading to a high school diploma and had not received a GED by the spring of 1992. The dropout questionnaire collected data about the last school attended by the sample member and the school's climate, reasons for leaving school, and actions school personnel, parents, and friends took when the respondent stopped going to school. Respondents also reported on their likelihood of returning to and graduating from high school, and described their current activities, employment history, and future plans. The hour-long, self-administered questionnaire was normally completed with a NORC interviewer present, at either a group or single survey session. However, in some cases the dropout questionnaire was administered as a telephone interview. See section 2.2.5 for more details about telephone questionnaire administration in the second follow-up.

In addition to the English and Spanish-language dropout questionnaire, an 85-minute cognitive test battery was also administered to dropouts when possible. Because of the difficulty in collecting test data from dropouts, and because data from many dropouts was collected in telephone interviews which preclude testing, the NELS:88 second follow-up achieved a comparatively low (41.7 percent, weighted) cognitive test completion rate for dropouts. For the ethnic breakdown of those sample members who completed a cognitive test battery, see table 4.3.7-1 in Chapter IV of this manual.

Figure 2-1: Distribution of second follow-up test forms for sample members who completed a questionnaire (N = 14,226)



The second follow-up test forms differed from each other only in combination of reading and mathematics difficulty levels. Only one form existed for the subject areas of science and social studies (history/government). The six test combinations are listed below, by increasing level of difficulty.

Version I:	Easy mathematics and reading tests
Version II:	Easy mathematics test and difficult reading test
Version III:	Middle mathematics test and easy reading test
Version IV:	Middle mathematics test and difficult reading test
Version V:	Difficult mathematics test and easy reading test
Version VI:	Difficult mathematics and reading tests

The dropout questionnaire was designed to facilitate comparisons with the NELS:88 second follow-up student questionnaire, as well as the HS&B 1982 dropout questionnaire and the NELS:88 first follow-up dropout questionnaire. This item overlap with the student questionnaire permits users to contrast factors such as school environment, family life, aspirations, and self-perceptions of students with the responses of dropouts. The overlap of 1982 and 1992 dropout items facilitates comparison of contemporary dropouts with those of a decade before. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file. To facilitate the use of school contextual data with dropout data, on the restricted use CD-ROM delivery of the second follow-up data, a link is provided on the first and second follow-up dropout files between a dropout and the first or second follow-up school the dropout last attended.

2.2.3 New Student Supplement

First-time NELS:88 participants--due to freshening, previous ineligibility, or non-participation--completed the new student supplement questionnaire, which was available in English and Spanish. New student supplement data were also obtained for a number of first follow-up freshened students who had completed a student questionnaire but had not completed a new student supplement in 1990. The self-administered supplement took approximately 15 minutes to complete, and contained questions that gathered basic demographic information (such as birthdate, sex, family socioeconomic status, and race/ethnicity) about students and their families which was gathered by the base year questionnaire, but not repeated in the student questionnaire for later rounds.

2.2.4 Early Graduate Supplement

NELS:88 participants who graduated from high school or obtained equivalency certification (e.g., a GED) prior to survey day in the spring of 1992 completed the second follow-up early graduate supplement to the student questionnaire. The intent of this supplement was to document the reasons for and the circumstances of early graduation, the adjustments required to finish early, and respondents' activities compared with those of other school survey members. The items for the second follow-up early graduate supplement were modeled on those used in the HS&B sophomore cohort early graduate supplement administered in the HS&B first follow-up in 1982. Although the five major components of NELS:88 appear on a CD-ROM in the ECB format, the early graduate supplement data appears on a separate CD-ROM release that is not in the ECB format.

2.2.5 Adapting Questionnaires for Telephone Administration

Two abbreviated versions of the second follow-up student and dropout questionnaires were administered during the final weeks of data collection. Adaptation of the student and dropout questionnaires for telephone administration made it necessary to drop from the self-administered questionnaire a small number of questions which did not lend themselves to being read aloud. A second abbreviated version of student and dropout questionnaires was developed as a refusal conversion tool and was administered to sample members who explicitly refused to complete the full length instrument. The refusal conversion variant of the original instruments consisted mainly of locator information and key items. The mode of administration for the abbreviated instruments was primarily telephone interview; a small percentage of abbreviated questionnaires were completed by personal interview. Adaptation of the student and dropout questionnaires for telephone administration was guided by the need to preserve each question's original meaning while wording each question so that it made sense when read aloud. Appendix L lists 1) the items excluded from the student questionnaire used for telephone administration,

2) the items excluded from the dropout questionnaire used for telephone administration, 3) the items included on the student questionnaire for refusal conversion, and 4) the items included on the dropout questionnaire used for refusal conversion.

III. Sample Design and Implementation; Survey Error Assessment

This chapter describes the design and procedures used for selecting schools and students into the NELS:88 base year and first and second follow-up samples. It provides information on the calculation of sample weights and the relative efficiency of the sample design. The chapter also provides information about procedures used to adjust sample weights for nonresponse and about the effect of unit and item nonresponse and other potential sources of bias on estimates.

3.1 NELS:88 Sample Design

The following section describes the sample design of NELS:88, from its base year inception through the first and second follow-ups. Beginning from a straightforward two-stage stratified sample, the complexities of the NELS:88 sample design have grown exponentially with each subsequent wave.

3.1.1 Base Year Sample Design

The NELS:88 base-year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth-grade enrollment to achieve virtual self-weighting. In addition, schools were oversampled in certain special strata so that policy-relevant subgroups would be adequately represented in the sample. Within each school approximately 26 students were to be randomly selected (typically, 24 regularly sampled students and two, on average, OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. Because of the incidence of small schools in the NELS:88 sample, the average within-school sample size for the base year was 25 students (or 23 participating students). From a national frame of about 39,000 schools with eighth grades, a target sample size of 1,032 schools was set. Some 1,052 schools--815 public and 237 private--participated and provided usable eighth-grade student data.

NORC's sampling frame was the school database compiled by Quality Education Data, Inc. (QED) of Denver, Colorado. The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. The QED list did not at that time contain information about the racial/ethnic composition of individual public schools usable for the NELS:88 sampling frame. Racial/ethnic composition data were obtained from Westat, Inc. in its capacity as a NORC subcontractor for the NELS:88 base year study. As part of their work on the National Assessment of Educational Progress (NAEP), Westat had obtained data from the Office of Civil Rights (OCR) and from other sources (e.g., district personnel) that identified those schools with a minority enrollment of greater than 19 percent. Use of this data set facilitated the explicit stratification and allocation of schools with very large percentages of black or Hispanic students. Stratification information on whether a school was public, Catholic (private), or other private was obtained from the QED list and lists of private schools. Readers who desire more detail on the base year sample design should consult the *NELS:88 Base Year Sample Design Report*.

3.1.2 First Follow-Up Sample Design

There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500 schools. Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the 1987-1988 school year. Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to take part could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them.

Longitudinal Cohort. The general sample design strategy for this component of the sample involved subsampling students selected for the base year with non-zero probabilities related to characteristics of their 1990 schools. Base year students who had dropped out of school between 1988 and 1990 were subsampled with certainty (that is, their probabilities of selection were set equal to one). Base year students attending school in 1990 were subsampled with probabilities related to the number of other base year students attending the same school. Base year students who were reported to be attending a school with at least 10 other base year students were sampled with certainty. All other students were sampled with probabilities greater than zero, but less than one.

Including nonrespondents, the NELS:88 base year sample comprised 26,432 students. Of these, 96 were deemed out of scope for the 1990 first follow-up (including students who had died or moved out of the United States). Among the remaining 26,336 students, 348 were found to have dropped out of school; all of these students were selected into the first follow-up with certainty (probability of selection equal to one).[1]

It was determined that the remaining pool of 25,988 students were distributed among 3,967 schools.[2] As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 75 percent of the students (19,568 of 25,988) were attending approximately 23 percent (908 of 3,967) of the schools; each of these schools included at least 11 base year students. All of these 19,568 students were included in the first follow-up with certainty. The remaining 6,420 students were distributed among 3,059 schools with 10 or fewer members of the base year sample. Their sampling probabilities for the first follow-up depended on the number of base year students the school contained. The efficiency of this design relative to one with no subsampling at all was 66.5 percent.[3]

Freshened Sophomore Sample. The second sampling objective was to create a valid probability sample of students enrolled in tenth grade in the 1989-1990 school year; this goal was achieved by a process called freshening.

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[1] The 348 dropouts comprise 250 dropouts whose status was confirmed by the student's home, 58 sample members whom the school reported to have dropped out but field interviewers could not locate, and 40 students who were institutionalized. The latter group are not necessarily dropouts in the strict sense of the first follow-up dropout definition because in some cases they were receiving academic instruction. However, they were grouped with the dropouts to ensure that they would remain in the first follow-up sample with certainty.

[2] When the school a student was attending could not be identified, a separate "school" of size one was created. This was the case for 221 students who could not be located and ten students who were in home study. Hence, the number of actual schools was 3,736.

[3] The measure of efficiency was computed as $1/(1+RV) * 100\%$, where RV is the relative variance of the weights required to compensate for the different rates of subsampling.

The freshening procedure was carried out in four steps:

1. For each school that contained at least one base year tenth-grade student selected for interview in 1990, a complete alphabetical roster of all tenth-grade students was obtained.

2. For each base year sample member, the next student on the list was examined. If the base year student was the last one listed on the roster, the first student on the roster was examined.

3. If the student who was examined was enrolled in the eighth grade in the U.S. in 1988, then the freshening process terminated. If the designated student was not enrolled in the eighth grade in the U.S. in 1988, then that student was selected into the freshened sample.

4. Whenever a student was added to the freshened sample in step 3, the next student on the roster was examined and step 3 was repeated. The sequence of steps 3 and 4 was repeated (adding more students to the freshened sample) until a student who was in the eighth grade in the U.S. in 1988 was reached on the roster.

The freshening process could yield zero, one, or more than one new sample member in a given school. Altogether, 1,229 new students were added to the tenth-grade sample--on average, just less than one student per school. Some of these freshened students were dropped in the subsampling process (described below) either because they themselves were not included in the subsample or because the base year student to whom they were linked was not included. Some 1,043 students selected through the freshening procedure remained in the final first follow-up sample.

Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples. After the initial selection of the longitudinal cohort, the combined longitudinal-freshened sample was further subsampled. The students dropped from the first follow-up as a result of subsampling were also excluded from the second follow-up. Two categories of sample members were subsampled: 1) students who had transferred out of the school from which they had initially been selected for the first follow-up sample; and 2) first follow-up nonrespondents who were classified as potential dropouts.

Transfer students were subsampled as a cost-saving measure. Because of the large number of transfer students and the high costs of obtaining questionnaires from them, NORC selected a 20 percent subsample of transfer students in the spring of 1990. Of the 1,991 transfers, 386 were retained and 1,605 were dropped from the sample.

A fifty percent subsample of "potential dropouts" was drawn after the end of the regular data collection period in the spring of 1990. The subsampling encompassed those students who had not been located in the data collection phase and those who had been absent at the time of in-school data collection session(s). Those selected into the subsample were the object of renewed follow-up efforts to identify any "hidden dropouts" in these categories of cases. There were 742 "potential dropout" cases, of whom 357 were retained in the sample and pursued in the final data collection period of the study. In the course of final data collection, we did indeed find that substantial numbers of these "potential dropouts" (75 of the 357 subsample members) were confirmed as having been dropouts at the time of their school's survey session, and were included as part of the first follow-up dropout study; the remaining 282 were identified as still in school.

As a result of this subsampling, the longitudinal cohort and the tenth-grade freshened student samples were reduced by 1,990 cases, yielding a first follow-up sample size of 20,706 (see Table 3.1.2-1).[4] While this number represents the number of sample members included on the public release data file, additional students--the 340 members of the sample of base year ineligibles found to be eligible or out-of-scope in the first follow-up were added to the second follow-up's re-release of the first follow-up sample files. Of the revised 20,840 sample, 855 represent the first follow-up freshened sample, 19,645 represent the longitudinal cohort that began with eighth graders in 1988, 312 represent the base year ineligibles later found to be eligible, and 28 represent the base year ineligibles found to be out-of-scope.

Sample of Base Year Ineligibles. The NELS:88 base year sample excluded students for whom the NELS:88 survey instruments would be unsuitable (i.e., students with a mental disability and students who are not proficient in English) and students whose physical or emotional problems would have made participation in the survey unduly difficult. Data were obtained on the numbers of such ineligibles to facilitate inferences to the larger population that includes such persons. About 5.3 percent of the students at base year sample schools were excluded from participation. Of these, 57 percent were excluded because of mental disability, another 35 percent because of language barriers, and 8 percent because of physical disability. Further detail on sample eligibility in the base year is provided in the *NELS:88 Base Year Sample Design Report*.

There were several reasons for adding a sample of ineligibles to the first follow-up design. One such consideration was a change in eligibility rules between base year and first follow-up. Because a Spanish translation of the first follow-up questionnaire was developed and because the requirement that standardized tests be administered was waived for those who could not complete them in English, it was feasible for some of the base year ineligibles to take part in the first follow-up who could not have taken part in the base year. Another consideration was the need to accommodate eligibility change, as another means of providing for a probability sample of 1992 twelfth graders.[5] Students whose ineligibility status had changed between 1988 and 1990 also could be surveyed in the first follow-up. However, even for those excluded base year students who still could not complete the NELS:88 instruments, collecting additional demographic information would help to better describe any undercoverage biases, while collecting school enrollment status information would facilitate a more accurate estimation of a national dropout rate between grades eight and ten.

Because the ineligibles had been excluded prior to the base year sample selection, NORC simulated the selection of a base year sample that included these ineligibles. Within each base year sample school, we applied the same within-school sampling rates that had been used in selecting the base year sample students. A total of 674 ineligibles were selected for the simulated base year sample by the

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[4] The provisional first follow-up sample size of 20,706 has been amended to include 340 base year ineligible students who were reclassified as eligible or out of scope in the first follow-up. Additionally, data for 23 sampling errors found among the students freshened into the sample or out of scope in the first follow-up as well as four additional sampling errors have been deleted. Finally, 179 first follow-up freshened dropouts have been excluded from the public use files. Accordingly, the revised first follow-up sample size is 20,840.

[5] While in general the tendency is for certain classes of ineligible students to become eligible (for example, speakers of other languages come to be proficient in English), in rare instances eligible 1987-88 eighth graders had become ineligible in the first or second follow-ups (for example, because of mental or physical problems engendered by an accident). We have treated students who were outside the United States in the 1991-92 school year as out-of-scope for the second follow-up, but they retain their overall sample eligibility. Future waves of NELS:88 may wish to reassess their eligibility for participation in those data collection efforts.

Table 3.1.2-1
First follow-up sample by race breakdown[a]

	First Follow-Up Initial Selections	Freshened Sample	Dropped in final Subsampling[b]	Final Sample
All	21,474	1,229	1,997	20,706[c]
Asian/Pacific Islanders	1,367	89	141	1,315
Hispanics	2,828	246	323	2,751
American Indians	278	28	32	274
Blacks	2,265	235	280	2,220
White	14,349	554	1,061	13,842
Missing/Refused	387	77	160	304

[a] Figures in this table represent the first follow-up constructed variable frequencies. This variable--race identified at the time of sampling--is not the same variable included on the data files and reported in the codebooks. This variable was used because it was the only race variable that was constructed for initial sample members dropped in final subsampling.

[b] 1,821 members of the eighth-grade longitudinal cohort and 169 freshened tenth graders were dropped in Phase 3 subsampling. In addition, 7 members of the eighth-grade longitudinal cohort were discarded because they were selected in error during the base year.

[c] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are on page 26 of section 3.1.2, under the subheading "Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples."

following procedure, with a final sample size of 653. The eligibility status of these students was reassessed, their school enrollment status and basic demographic characteristics were determined, and student questionnaire data were obtained from those deemed able to complete a questionnaire. These data have been released with the rest of the first follow-up sample in the final release of the second follow-up data on the 1994 electronic codebook. Student questionnaire data from those who were successfully surveyed are included in the combined base year/first follow-up/second follow-up data release. For details of the sampling methodology and composition of the base year ineligibles sample, see the *NELS:88 First Follow-Up Final Technical Report*; for a statement of the data analysis implications of undercoverage of the limited English language proficient population, see section 3.4.1 of this manual.

3.1.3 Second Follow-Up Sample Design

There were five basic objectives for the NELS:88 second follow-up sample design. **First**, the sample was to constitute a valid probability sample of all students enrolled in the twelfth grade in the 1991-1992 school year. This entailed freshening the sample with students who were twelfth graders in 1992 but were not in the eighth grade in the U.S. in the 1987-88 school year, just as the first follow-up sample had been freshened in 1989 to achieve a 1990-91 representative sample of sophomores. Additionally, it was necessary to reassess the eligibility status of selected students found in previous waves to be ineligible, and to include them in the cohort if they were determined to be eligible for the second follow-up. **Second**, to continue the examination of the dropping out phenomenon, dropouts were to be retained with certainty. **Third**, it was highly desirable for policy analysis purposes to retain the maximum number of Hispanics, Asians, and American Indians from the first follow-up sample. **Fourth**, to minimize nonresponse bias first follow-up nonrespondents were to be retained with certainty. **Fifth**, the sample was to be clustered in 1,500 schools from which contextual data--including school administrator, teacher, and transcript data--would be collected. It was hoped that these goals could be achieved with minimal loss to both sample efficiency and effective sample size.

Longitudinal Cohort. When second follow-up tracing of cohort members was completed, it was found that the first follow-up sample (that is, the sum of base year respondents and nonrespondents retained after first follow-up subsampling and first follow-up freshened students) was much more widely dispersed than had been anticipated. After eliminating the locations of the "known" dropouts[6] ($N=1,564$) from consideration (dropouts were sampled with certainty), the remaining eligible sample of students ($N=18,726$) was dispersed among 3,224 schools/locations.[7]

It was clear that even if no attempt were made to satisfy the second goal--retention with near certainty of Hispanics, Asians, and American Indians from the first follow-up sample--that the fifth goal of achieving a cluster of students in 1,500 schools could not be met without significant losses in sample efficiency, effective sample size, or both. Table 3.1.3-1 shows the distribution of students eligible for second follow-up sampling (excluding dropouts) by school size, as well as the number of schools with at least one sample member who was either Hispanic, Asian, or American Indian. The data in the table indicated that to achieve disproportionate retention of minority students most of the schools containing these students would have to be selected, leaving few additional sample selections to distribute among the remaining school sites and contradicting the initial sampling plan to include with certainty any school with at least five NELS:88 sample members enrolled at the school.

After consideration of several alternative allocations--taking into account the negative effects of subsampling on sample efficiency, the strong desire to retain as many Hispanics, Asians, and American Indians as possible, and the substantial investment made in two prior rounds in obtaining student, parent, teacher, and school data for those students who would have been subsampled out--it was decided to include all first follow-up sample members in the second follow-up sample.

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[6] In the second follow-up, dropouts were defined differently for sampling purposes than for data collection purposes. (See the *NELS:88 Second Follow-Up: Dropout Component Data File User's Manual*, section 4.3.1 for further details regarding the definition of dropouts for data collection and questionnaire assignment.) For sampling purposes, dropouts comprised all individuals who were classified in the first follow-up as ever having dropped out--that is, dropouts (individuals who were not enrolled in school in the spring term of 1990) and stopouts (spring term 1990 students with a recorded 1988-1990 dropout episode), regardless of their school enrollment status as of the second follow-up spring term 1991 tracing effort. In other words, dropouts who had since returned to school and stopouts who remained in school were still counted as dropouts for sampling purposes, along with institutionalized individuals and the additional dropouts identified during second follow-up tracing. Some dropouts for sampling purposes who were out of school after tracing returned to school and were interviewed as spring term 1992 students.

[7] Including dropouts, there were 4,788 locations. Once non-school locations associated with dropouts, early graduates, institutionalized sample members, home study students, and unlocatables were subtracted from the total, there were 2,258 school sites. Of these, 1,008 had a cluster of one student, 160 had a cluster size of two, 60 had a cluster size of three, and 1,030 had a cluster size of four or more students.

Table 3.1.3-1 Clustering of first follow-up sample members eligible for second follow-up (schools [*N*=2,258] and non-school locations)

School Size	Total Schools	Total Schools With API,HIS,AI	Total Schools Without
1	1974	579	1395
2	160	70	90
3	60	25	35
4	53	35	18
5	38	14	24
6	26	17	9
7	27	17	10
8	33	20	13
9	21	10	11
10	36	22	14
11	43	31	12
12	35	20	15
13	47	37	10
14	51	35	16
15	57	41	16
16	53	37	16
17	82	48	34
18	72	48	24
19	77	58	19
20	65	43	22
21	55	43	12
22	40	31	9
23	32	27	5
24	22	21	1
25	13	12	1
26	6	6	0
27	6	5	1
28	5	3	2
29	7	6	1
30	4	2	2
31	5	5	0
32	2	1	1
33	1	1	0
34	1	1	0
35	2	2	0
36	3	3	0
37	1	1	0
38	1	0	1
40	1	1	0
41	2	1	1
44	1	0	1

Table 3.1.3-1 (cont'd) Clustering of first follow-up sample members eligible for second follow-up (schools [*N*=2,258] and non-school locations)

School Size	Total Schools	Total Schools With API,HIS,AI	Total Schools Without
45	1	1	0
50	1	1	0
53	1	1	0
60	1	1	0
Total	3224	1383	1841

Note: known school-leavers are not included in the numbers above.

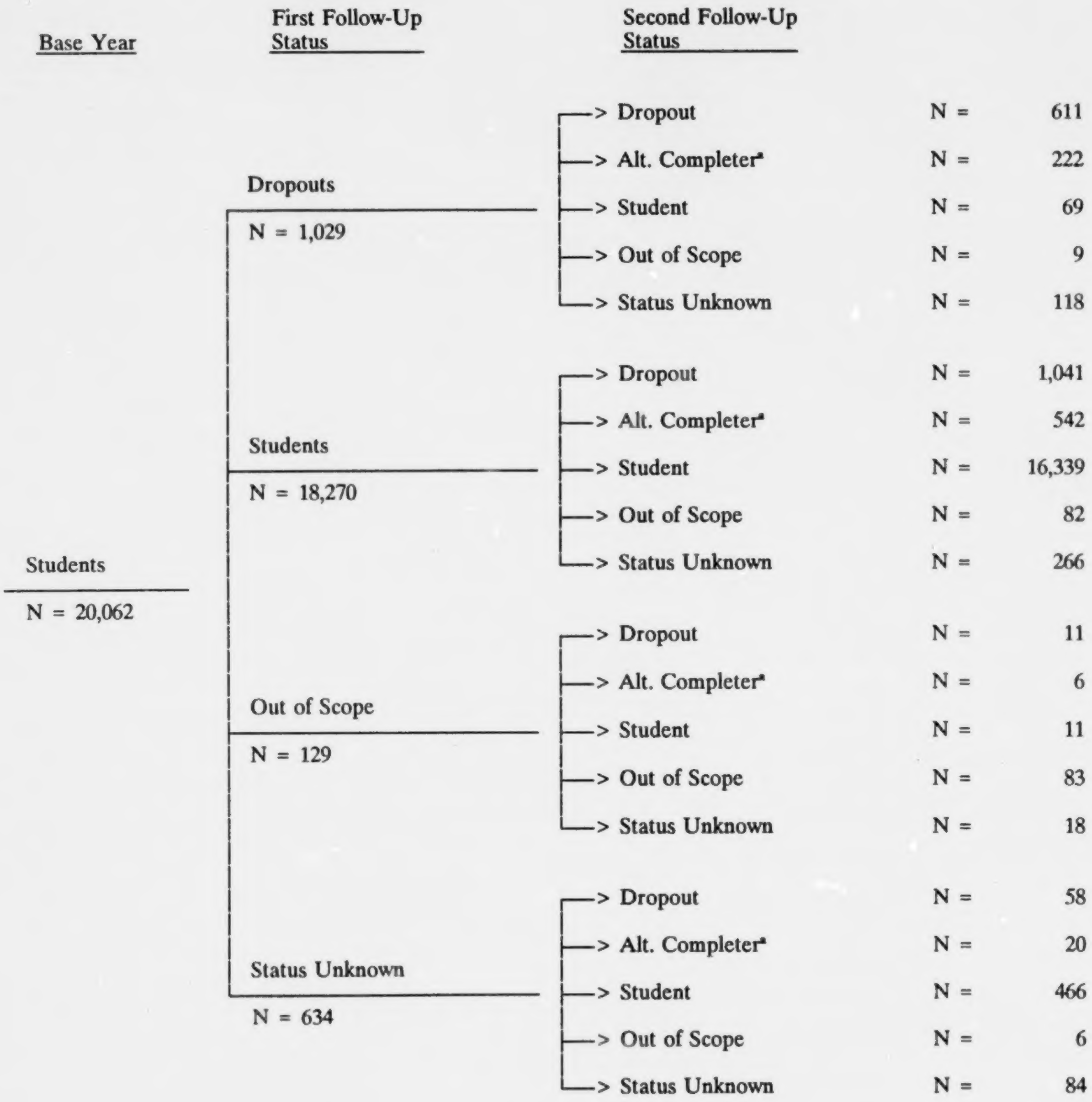
Teacher, school administrator, and transcript components were limited to a maximum of 1,500 schools. For this reason it was still necessary to select a sample of schools, although the students falling outside that sample would not be excluded from the study. For students in the 1,500 schools selected, the full range of data--student, parent, teacher, school administrator, and transcript data--were collected; for the students in a school not among those selected, only student and parent data were collected.

A total of 2,258 schools were identified in the second follow-up tracing of the NELS:88 first follow-up sample; 1,500 of these were targeted for contextual data collection. All 1,030 schools identified as having four or more first follow-up sample members enrolled were included in the school-level sample with certainty (i.e., probability of 1.0). Schools with three or fewer students were subjected to sampling according to the following process. A random sample of 321 of the 1,008 (probability= 0.31845) schools identified as containing one first follow-up sample member was selected for retention in the sample. A random sample of 104 of the 160 (probability=0.65) schools containing two first follow-up sample members was selected for retention. Finally, a random sample of 45 of the 60 (probability=0.75) schools containing three sample members was selected. Figure 3-1 provides an illustration of the longitudinal sample design of the base year and first follow-up, as well as that of the second follow-up.

Users should note that school-level data from this sample of schools, to be used in analysis with second follow-up student data, must be adjusted with a weight calculated separately for these students. If that weight is not applied, there will be a potential for systematic bias with respect to those factors associated with attendance at schools with fewer NELS:88 students. For example, students who are more likely to transfer to different schools will be under-represented if the weight is not applied. Further details can be found in section 3.2 on second follow-up weighting.

Freshened Senior Sample. The sample freshening process was once again employed in the second follow-up to ensure that 1992 twelfth graders who had no opportunity for selection in the base year were included, thus eliminating one of two obstacles to the cohort being a valid probability sample of 1991-1992 high school seniors. (The second obstacle was the prior exclusion of some 1988 eighth graders, which is addressed in the next section.) The procedure was implemented in four steps as described in section 3.1.2 above, with the exception that second follow-up freshening was also performed

Figure 3-1: NELS:88 eighth-grade spring defined cohort status distribution in first and second follow-ups


Base Year
First Follow-Up Status
Second Follow-Up Status
Dropouts
N = 1,029
Dropout N = 611
Alt. Completer[a] N = 222
Student N = 69
Out of Scope N = 9
Status Unknown N = 118
Students
N = 18,270
Dropout N = 1,041
Alt. Completer[a] N = 542
Student N = 16,339
Out of Scope N = 82
Status Unknown N = 266
Students
N = 20,062
Out of Scope
N = 129
Dropout N = 11
Alt. Completer[a] N = 6
Student N = 11
Out of Scope N = 83
Status Unknown N = 18
Status Unknown
N = 634
Dropout N = 58
Alt. Completer[a] N = 20
Student N = 466
Out of Scope N = 6
Status Unknown N = 84

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[a] Alt. Completer = Alternative Completer or Alternative Student

Note: In addition to the 20,062 sample members listed above, an additional 1,126 sample members were added due to sample freshening. Thus, 20,062 and 1,126 equals the 21,188 cases found on the data file.

for students who were added to the NELS:88 cohort through freshening in the first follow-up; in other words, a first follow-up freshened student was treated like any cohort member and could bring in another student through freshening in the second follow-up.

This freshening procedure is an essentially unbiased method for producing a probability sample of students who were enrolled in the twelfth grade in 1992 but were not enrolled in the eighth grade in the U.S. in 1988. There is a very small bias introduced by the omission of eligible twelfth graders attending schools that included *no* students who were eighth graders in 1988.[8] There is an additional small bias introduced by not freshening on the members of the sample of base year ineligibles. All other 1992 twelfth graders who qualify for the freshening sample had some chance of selection. Because each 1988 eighth grader added through first follow-up freshening had a calculable, non-zero probability of selection into the base year sample, we can calculate the selection probabilities for all students eligible for the freshening sample. Thus, the freshening procedure produces a sample that meets the criterion for a probability sample.

Implementation of student sample freshening in the first and second follow-ups was subject to a set of eligibility rules that were patterned after but not identical to those of the base year. While again students with overwhelming physical, mental, or linguistic barriers to participation were excluded, students not sufficiently proficient in English to complete the tests or regular questionnaire but able to complete the student questionnaire in Spanish were classified as eligible and asked to complete the translated instrument. (Through the first follow-up base year ineligibles study and second follow-up followback study of excluded students, this liberalized eligibility criterion was also applied to excluded 1987-88 eighth graders at two points in time.) Of the 366 students initially sampled through the freshened process, 288 were found to be eligible and were brought into the cohort; 266 of the 288 were identified as being eligible to participate in the second follow-up. Some 22 of the 266 (8.3%) were later determined to be ineligible; 8 were excluded owing to physical or mental disabilities, 13 because they had moved out of the country, and 1 for language reasons.

It also should be noted that the school sample from which school contextual data (teacher questionnaires, school administrator questionnaires, and transcripts) were collected is not identical to the school sample as used for freshening. Freshening took place at all schools at which there were NELS:88 sample members **as of the first day of the 1991-92 school year**.[9] The school sample, for purposes of collecting contextual data, comprised the 1,387 schools that represent selected clusters (as traced in Phase 1) at which 1) NELS:88 sample members were still present in the 1991-92 school year, and 2) provided at least one completed student questionnaire.

Followback Study of Excluded Students. In the second follow-up, base year ineligibles who were found to be eligible in the first follow-up--whether dropouts or students--were treated as full cohort members. The base year ineligibles who were found to be still ineligible in the first follow-up constituted the bulk of the sample in the 1992 followback study of excluded students. Two additional groups of students, however, were also included in this component. First, a small number of first follow-up students selected for freshening were declared ineligible and were therefore included. Second, a quite small number of sample members who were eligible for participation in the base year became ineligible for the first follow-up or the second follow-up. These sample members eligible in a previous round(s) were a generally rare group to whom mentally or physically incapacitating events occurred, rendering them ineligible for the second follow-up main study but now eligible for the study of ineligibles.

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[8] For purposes of implementation of the freshening process, a "school" was defined as an institution whose primary purpose is the provision of instruction and which grants diplomas or certificates. This definition categorically excludes certain types of places of instruction (e.g., prison schools).

[9] Only those freshened sample members who remained in school through the spring term became members of the HS&B-comparable NELS:88 sophomore cohort. However, autumn sophomores who had dropped out by spring were surveyed in both first and second follow-up. While these "freshened dropouts" were included on the original first follow-up public release, in the current re-release these cases appear only on the restricted use files.

The second follow-up followback study of excluded students pursued essentially the same objectives as informed the first follow-up base year ineligible study. Since the competence of any of these previously excluded students may change between waves, their eligibility status was reassessed through informed sources (typically, a special education teacher, guidance counsellor, or English-as-a-Second-Language teacher). Additionally, complete school enrollment status information was obtained, as well as confirmation of basic demographic characteristics.

This approach implemented in the first and second follow-ups allows for some deviance from the traditional definition of survey participation and a special weight creation to calculate dropout rates adjusted for ineligibility. The HS&B and NELS:88 base year definition of survey participation was, at minimum, completion of the student questionnaire. Nonrespondents, or those for whom there is no completed questionnaire in a round, receive no final (nonresponse-adjusted) weight and do not appear in the final data file, except for summary demographics and status flags.

The alternative approach is to acknowledge a second level of presence in the study, based on whether school enrollment status information and the most basic sociodemographic classification variables can be obtained. Particularly for the generation of school retention and dropout statistics, and in order to statistically accommodate students who are incapable of participation in the most strict sense of questionnaire and test completion (and those who are capable but did not participate) basic sociodemographic and school persistence information has been collected through school personnel or by proxy (usually a parent or guardian) for both nonparticipants and ineligibles. A special weight has been created to reflect this expanded definition of the "participating" population and can be applied to calculate, for example, adjusted national dropout rates for the periods between eighth, tenth and twelfth grades.

3.2 Calculation of Weights

The general purpose of weighting survey data is to compensate for unequal probabilities of selection and to adjust for the effects of nonresponse. Weights are often calculated in two main steps. In the first step, unadjusted weights are calculated as the inverse of the probabilities of selection, taking into account all stages of the sample selection process. In the second step, these initial weights are adjusted to compensate for nonresponse; such nonresponse adjustments are typically carried out separately within multiple weighting cells. This is the process that was applied to weighting NELS:88 data in all rounds.

3.2.1 Calculation of Base Year Sample Weights

The base year weights were based on the inverse of the probabilities of selection into the sample and on nonresponse adjustment factors computed within weighting cells. Two different weights were calculated to adjust for the fact that not all sample members have data for all instruments. The weight BYQWT applies to 24,599 student questionnaires (and is also used in conjunction with parent data), while BYADMWT applies to the 1,035 school administrator questionnaires (17 base year school principals failed to complete a school questionnaire). These weights project to the population of approximately 3,008,080 eligible eighth graders in public, Catholic, and other private schools in 1988.

The base year weighting procedures consisted of two basic stages:

Stage 1. Calculation of a preliminary base year weight based on the inverse of the product of the probabilities of selection for the base year sample.

Stage 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, for noncompletion of an entire school questionnaire or student questionnaire. The unit varied depending upon the weight being adjusted.

The nonresponse-adjusted school weight was derived as the product of the school's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that some of the sampled schools did not return a completed questionnaire. The preliminary weight for students was based upon the inverse of the probability that the student's school was selected into the sample multiplied by the inverse of the probability that the student was sampled within the school. The nonresponse-adjusted student weight was derived as the product of the student's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that some of the sampled students did not participate, that is, did not return a completed questionnaire. Statistical properties of the base year weights are presented in Table 3.2.1-1.

Table 3.2.1-1
NELS:88 base year statistical properties of sample case weights

Weight	School BYADMWT	Student BYQWT
Mean	37.46	122.29
Variance	2,109.17	4,359.16
Standard deviation	45.92	66.02
Coefficient of variation (×100)	122.59	53.99
Minimum	1.54	2.44
Maximum	387.30	836.91
Skewness	2.69	2.18
Kurtosis	9.47	16.32
Sum	38,774.12	3,007,779
Number of cases	1,035	24,599

Each school appearing on the NELS:88 base year school file, and each student appearing on the NELS:88 student file, has a value for the final weight variable. The weight represents the probability of selection into the sample, in addition to a factor that adjusts for nonresponse. Thus, the weight serves the purpose of allowing a particular case to represent other nonsampled cases within its sampling stratum, and to represent nonresponding cases similar to it in various respects. Because separate final student and school weights have been provided, the construction of each will be considered separately in the following discussion.

Base Year School Weights. The final school weight, BYADMWT, was derived using a multistage process. First, an initial weight--which represented the inverse of the school's selection probability--was attached to each school record in a file containing records for all eligible schools in the NELS:88 sample. A logistic regression procedure was used to estimate (in terms of a probability of nonresponding) the degree to which each of the responding schools resembled a nonresponding school. This estimated probability of nonresponse was the first adjustment factor applied to a school's weight.

Next, a polishing procedure--multi-dimensional raking--further adjusted the weights to sum to known population totals within strata. Estimating the nonresponse probability for each of the responding schools was possible because key background information on almost all of the nonresponding schools was available.

The final result of these procedures was a weight for each of the responding schools adjusted to compensate for nonresponse. For the purpose of adjusting the school weight, a nonresponding school was defined as a school for which both school administrator questionnaire data and student questionnaire data were unavailable.

Base Year Student Weights. The final student weight, BYQWT, was also derived using a multistage process. A design weight for each eligible student on a participating school's sample roster represented the student's probability of selection within the school. A student-level nonresponse adjustment factor was calculated by forming weighting cells based upon the combination of certain levels of variables representing school type, region, ethnicity, and gender. For each student, the product of a preliminary school weight and the student's design weight was formed. (The preliminary school weight was slightly different from BYADMWT. BYADMWT was adjusted to accommodate the 17 schools for which school administrator questionnaire data were unavailable though student questionnaire data had been obtained. The preliminary school weight eliminated this step in the adjustment process. Thus, it is appropriate for application to the 1,052 schools with student questionnaire data available.) This product was summed for all students and all participating students within weighting cells. The ratio of the sums for all sampled students to participating students was used as the nonresponse adjustment factor for each student's design weight.

3.2.2 Calculation of First Follow-Up Sample Weights

Two weights were developed for the overall NELS:88 first follow-up sample. The first, or *basic*, weight applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their participation status in the base year. The basic weight (F1QWT) allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. Thus, this population encompasses both populations of prime analytic interest--the population of 1990 tenth graders (including those who were not eighth graders in 1988) and the 1988 eighth-grade population (excluding any additional 1990 tenth graders). By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). The second, or *panel*, weight applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight (F1PNLWT) can be used to make projections to the other key analytic population--1988 eighth graders (excluding those ineligible for base year data collection).

Basic First Follow-Up Weight (F1QWT). Calculation of the basic weight required somewhat different procedures for the three groups of the full first follow-up sample--1988 eighth graders deemed eligible for the base year survey, 1990 tenth graders who were not in the eighth grade in 1988, and 1988 eighth graders who were deemed ineligible for participation in the base year but were considered eligible to participate in the first follow-up.

Eligible 1988 Eighth Graders. With a few exceptions, those individuals who were eligible for the base year survey and selected into the base year sample in 1988 remained eligible for the first follow-up sample. (The exceptions involved cohort members who died, left the country, or suffered grave impairments between 1988 and 1990.)

The first step in constructing a basic weight for these sample cases involved developing a design weight that reflected the selection probabilities for each case. Each case selected for the base year sample (including base year nonparticipants) was assigned a base year design weight (BYDW) based on his or her probability of selection into the base year sample. The base year design weight reflected both the probability of selecting the base year school (inflated to adjust for school-level nonresponse) and the probability of selecting the student given that the school had been selected and agreed to participate. The base year design weight does not adjust for student-level nonresponse. The base year design weight was then multiplied by the inverse of the case's probability of selection for the first follow-up sample; the latter probability took into account the subsampling done during the first follow-up. More formally, the first follow-up design weight (FFUDW) for student i was defined as:

$$\mathrm{FFUDW}_i = \mathrm{BYDW}_i \times (1/P_{1i}),$$

in which P_{1i} represents the probability of selection for the first follow-up sample.

The next step was to adjust the design weight for first follow-up nonresponse. Weighted response rates were computed for subgroups of this portion of the first follow-up sample. (The weight used was the first follow-up design weight.) The subgroups were:

a. Out of sequence students (i.e., those who were not in tenth grade in 1990);
b. Dropouts identified at the time of initial first follow-up sampling;
c. Students who had transferred out of the first follow-up school from which they were selected;
d. Potential dropouts;
e. Other students initially classified as attending schools with 3 or fewer base year students; and,
f. Other students initially classified as attending schools with 4 or more base year students.

The product of the inverse of the relevant response rate and the first follow-up design weight served as a preliminary adjusted weight. These preliminary weights were then further adjusted to meet overall and marginal targets for the sums of the weights. The target for a given marginal category was the sum of the final base year weights for all base year sample cases in that category. The categories were based on base year school type (public, Catholic, NAIS private, and other private), student sex (male and female), race/ethnicity (non-Hispanic white, American Indian, Hispanic, Asian, non-Hispanic black, and unknown), and base year region (Northeast, Midwest, South, and West). The preliminary adjusted first follow-up weights were further adjusted until the sum of the weights for each marginal category (e.g., males) was equal to the corresponding sum of the final base year weights for that group. This final adjustment procedure is referred to as multidimensional raking.[10]

1990 Tenth Graders Who Were Not 1988 Eighth Graders. All members of this population who are included in the first follow-up sample were selected through the freshening process. This process linked each 1990 tenth grader who was not a 1988 eighth grader to a student who was an eighth grader in 1988. The first follow-up design weight (FFUDW) for each student in the freshening sample is therefore equal to the first follow-up design weight of the base year student to whom he or she was linked. For purposes of variance estimation, both students are considered members of the same stratum and school.

The nonresponse adjustment for this portion of the sample involved two steps. First, the first follow-up design weight (FFUDW) for responding students in the freshening sample was inflated by a factor equal to the inverse of the weighted response rate for this portion of the sample. (The first follow-up design weight was the weight used in computing this response rate.) Second, the marginal distributions of the weights of the respondents were adjusted, by raking, to match the corresponding distributions for all cases selected through freshening (including nonrespondents). The two dimensions used in the raking procedure were sex and race/ethnicity (non-Hispanic white, American Indian, Hispanic, Asian, non-Hispanic black, and unknown as the categories).

1988 Ineligible Eighth Graders Who Were Eligible for the First Follow-Up. A number of students who were not capable of participating in the base year were eligible for participation in the first follow-up. F1QWTs for these students were calculated during the course of the second follow-up weighting process and were developed using several of the second follow-up procedures. These procedures are discussed in more detail in section 3.2.3.

The first follow-up design weight was obtained by dividing the base year design weight by .42 to allow for the subsampling that was done for this group. Nonresponse adjustment cells were defined based on a combination of their base year and first follow-up status (see step 2 in section 3.2.3), gender and race (API/Hispanic, other). Each respondent's first follow-up design weight was then multiplied by the inverse of the weighted response rate (using the first follow-up design weight) for their cell. This adjusted weight serves as their F1QWT.

First Follow-Up Panel Weight (F1PNLWT). The panel weight was developed only for those cases who were selected for both the base year and first follow-up samples and who provided complete data in both rounds. The same procedures used in developing the basic first follow-up weight for 1988 eighth graders selected for the base year sample were applied to the subset of them for whom complete data were obtained in both rounds. As with the basic first follow-up weight, the target sum of weights for the panel weight was the sum of the final base year weights for all base year sample cases who remained eligible for the first follow-up sample. The same six nonresponse adjustment groups and multidimensional raking procedures used in calculating the basic first follow-up weight were also used in calculating the panel weight.

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[10] Multidimensional raking was also used in the base year weighting process. Although it is generally true that the base year weight for a student should be less than the first follow-up weight, this relationship may sometimes be reversed. This is a consequence of the raking procedure. The use of raking may also sometimes produce a reversal of the ordering for panel weights (described in the next section) relative to the basic first follow-up weight; that is, the first follow-up panel weight for an individual may be less than the individual's basic first follow-up weight.

Results of Weighting. To check the sample case weights, we analyzed the statistical properties of the weights; Table 3.2.2-1 displays the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for both of the weights included on first follow-up data files.

Table 3.2.2-1
NELS:88 first follow-up statistical properties of sample weights for students on the 1990 release of the first follow-up student files[a]

WEIGHT	F1QWT	F1PNLWT
Mean	165.88	172.62
Variance	46,249.54	52,603.86
Standard Deviation	215.06	229.36
Coefficient of Variation (×100)	129.65	132.86
Minimum	2.14	2.26
Maximum	6,996.81	7,479.71
Skewness	10.89	11.22
Kurtosis	205.24	214.14
Sum	3,217,069.00	3,007,813.00
Number of Cases	19,394.00	17,424.00

[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are on page 26 of section 3.1.2, under the subheading "Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples."

Users should note that compared to the base year questionnaire weight (BYQWT), the first follow-up questionnaire (F1QWT) and panel (F1PNLWT) weights are larger, on average, and more variable. (For BYQWT, refer to Table 3.2.1-1 above.) This mostly reflects the effect of subsampling students at different rates depending upon the number of other NELS:88 students with whom they were clustered in their first follow-up schools.

3.2.3 Calculation of Second Follow-Up Weights

Explanation of Weights. Eight weights were developed for inclusion on the data files. They include:

F2QWT This cross-sectional weight applies to all members of the second follow-up sample who completed a second follow-up questionnaire, regardless of their participation status in previous rounds. It allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year, or in the twelfth grade in the 1991-

92 school year. By selecting the appropriate sample members with the flag G12COHRT, analysts can use F2QWT to make unbiased projections to such populations as 1992 twelfth graders.

F2PNLWT	This panel weight applies to sample members who completed a questionnaire in 1988, 1990, and 1992 (all three rounds of NELS:88). This can be used to make projections to the population of 1988 eighth graders.
F2F1PNWT	This panel weight applies to all sample members who completed both a first follow-up and a second follow-up questionnaire, regardless of base year status. This allows projections to the population consisting of persons who were in the eighth grade in 1988 or in the tenth grade in 1990. By selecting appropriate sample members with the flag F2F1PNFL, analysts can use F2F1PNWT to make projections to such populations as 1990 tenth graders.
F2CXTWT	This cross-sectional weight applies to students who attended the schools selected for inclusion in the teacher and school administrator components and who completed a second follow-up questionnaire. The population was restricted to early graduates and students who were in the schools during spring data collection. This weight allows analysts to generate national statistics using the teacher and school administrator data despite the bias against small cluster sizes in sample selection.
F2TRSCWT	This cross-sectional weight applies to all early graduates, dropouts, students in sampled schools during spring data collection, and all sample members who were both ineligible for all three rounds of NELS:88 and were in the twelfth grade during the 1991-92 school year for whom we received a transcript.
F2TRP1WT	This panel weight applies to sample members who were participants in 1988, 1990, and 1992 (all three rounds of NELS:88) and for whom transcript data are available. F2TRP1WT allows analysts to perform panel analyses using transcript data in conjunction with 1988, 1990, and 1992 test and questionnaire data.
F2TRP2WT	This panel weight applies to sample members who were participants in 1990 and 1992 (the first and second follow-up) and for whom transcript data are available. F2TRP2WT allows analysts to perform panel analyses using transcript data in conjunction with 1990-1992 test and questionnaire data.
F2PAQWT	This cross-sectional weight applies to all students for whom we collected a parent questionnaire during the second follow-up.

Process for Calculation of Second Follow-Up Weights. A basic four-step process was defined for the calculation of all eight questionnaire weights. The first step, developing a classification scheme, was done at the beginning of the weighting process for all students in the sample. The values remained static and were used throughout the process for all weights. Steps 2 through 4 were followed for all weights, but the results of each were tailored according to the characteristics of each weight's specific population.

Step 1. Develop a classification scheme.

All sample members were divided into basic sample groups depending upon their status during data collection for each of the three rounds of NELS:88. Freshened students were assigned the status of their linked student for those rounds where they had not been in the sample. Students for whom status was unknown had their status imputed based upon the distribution of status across others in their base year, first follow-up or second follow-up categories and, where group size permitted, race and gender were also considered.

The eight basic classification categories for a single round are defined as:

1. Eligible, dropout as of survey date;

2. Eligible, in school, in expected grade;

3. Eligible, in school, not in expected grade;

4. Ineligible
    a. in school, in expected grade,
    b. in school, not in expected grade,
    c. not in school;

5. Out of scope (deceased or out of country);

6. Eligible, freshened, dropout as of survey date;

7. Eligible, freshened, in school; and,

8. Ineligible, freshened.

In this classification scheme, "dropout" (following the High School and Beyond definition) generally refers to a student who has left a diploma-granting high school program. This included members who were not pursuing an education at all, home study students, members who were continuing their education in a non-traditional setting (e.g., preparing for the GED examination), and institutionalized sample members. There are two exceptions to this general rule. First, early graduates were included in the "in school" category. Second, because sample members who attended non-traditional schools during the first follow-up were classified as students then, they were treated as such during the calculation of their first follow-up status.

"Ineligible" refers to members who were not given the questionnaires due to a language barrier or a mental or physical incapacity.

"Expected grade" means tenth grade in the first follow-up and twelfth grade or early graduate in the second follow-up.

Step 2. Establish second follow-up design weight.

The design weight reflects the selection probabilities for each case for a given population. Sample members may have multiple design weights that vary depending upon the weight that is being calculated.

For the weights unaffected by school sampling (F2QWT, F2PNLWT, F2F1PNWT) and for the dropouts, early graduates, and ineligible twelfth graders in F2TRSCWT, the design weight used is equal to the first follow-up design weight.[11] Second follow-up freshened students take on the first follow-up design weight of the student they were linked to in the freshening process. When sample members are included due to their association with a sampled school in F2TRSCWT and for all members in the F2CXTWT population, it is equal to the first follow-up design weight divided by their school's second follow-up selection probability. For students represented in the parent sample, the calculation of F2PAQWT uses the first follow-up design weight divided by the parent's second follow-up selection probability.

Step 3. Adjust for second follow-up nonresponse.

Nonresponse adjustment cells were based upon combinations of the classification values from step 1 as well as race (Hispanic, API, other, unknown), and gender for the members of that weight's population. The second follow-up design weight for each responding sample member was inflated by a factor equal to the inverse of the weighted response rate for their cell. This yielded their nonresponse adjusted weight. This step was performed independently for each weight calculated. For second follow-up freshened students the nonresponse adjusted weight serves as their final weight.

Step 4. Perform multidimensional raking.

Sample members who were not freshened in the second follow-up had their second follow-up nonresponse adjusted weight further adjusted through a raking step. The total sum of the weights and percentage distributions that were used in raking were developed as follows:

a) Targets were developed that used the second follow-up expanded sample weight. The second follow-up expanded weight is a weight that was calculated for every sample member in order to estimate national dropout rates.[12] It was used in developing total sum of weights targets to ensure consistency in dropout rates derived when using questionnaire weights. These targets were calculated separately for each of the eight questionnaire weights and reflected the characteristics of each weight's inference population. Two types of target numbers were developed. The sum of expanded weights for a given questionnaire weight's inference population was used as the target total population for that questionnaire weight. Weighted frequency distributions using the expanded weights associated with a questionnaire weight's inference population were calculated for dropout rates between base year and first follow-up, dropout rates between first follow-up and second follow-up, first follow-up status (from step 1) and second follow-up status (from step 1).

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[11] Included in the transcript data files are approximately 90 students who were ineligible in all three rounds of NELS:88 and were seniors in 1992.

[12] For sample members not freshened in the second follow-up, the process involved using a multidimensional raking procedure to adjust the second follow-up design weight where the marginal target categories were based on roster race (API, Hispanic, other, unknown) and gender, base year school type, base year school region, base year school urbanicity, and the status values from the classification scheme described above in step 1. Target margins for the expanded weight were calculated using the first follow-up expanded sample weight (a similar weight developed in the first follow-up for estimating the 1988-90 dropout rate) for students for whom one was calculated and first follow-up design weights for the first follow-up sample members who did not receive a first follow-up expanded weight (such as the freshened). Second follow-up freshened students have their second follow-up design weight as their expanded sample weight. This step was performed for the sample as a whole.

b) Additional percentage targets were developed for raking using first follow-up weights. Calculated independently for each of the eight weights according to the characteristics of each inference population, these targets used F1QWT for sample members who had been eligible for the first follow-up questionnaire or the first follow-up design weight for those who were not. Weighted frequencies calculated using these weights were used as target distributions. These target categories included race (white, black, Hispanic, API, American Indian, unknown), gender, base year school region, base year school type, and base year school urbanicity.

Results of Weighting. To check the sample case weights, the statistical properties of the weights were analyzed; Table 3.2.3-1 displays the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for the weights included on second follow-up student data files. Tables showing results for the remaining five weights can be found in the school (contextual weight), transcript (transcript weights), and parent (parent weight) data file user's manuals and the *NELS:88 Second Follow-Up Sample Design Report*.

Table 3.2.3-1
NELS:88 second follow-up statistical properties of sample weights for all sample members on student component public use data file

WEIGHT	F2QWT	F2PNLWT	F2F1PNWT
Mean	167.75	180.17	174.66
Variance	43,671.80	50,610.95	46,174.76
Standard Deviation	208.98	224.97	214.88
Coefficient of Variation (×100)	124.58	124.86	123.03
Minimum	2.14	2.39	2.31
Maximum	6,670.09	7,388.13	6,780.07
Skewness	10.18	11.59	10.63
Kurtosis	180.09	233.60	196.94
Sum	3,224,099	2,970,835	3,164,096
Number of Cases	19,220	16,489	18,116

3.3 Standard Errors and Design Effects

In this section we discuss the calculation of standard errors as a measure of sampling variability in survey results; the standard error is an estimate of the expected difference between a statistic from a particular sample and the corresponding population value.

Survey Standard Errors. Because the NELS:88 sample design involved stratification, disproportionate sampling of certain strata, and clustered (i.e. multi-stage) probability sampling, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size.

The calculation of exact standard errors for survey estimates can be difficult and expensive. Popular statistical analysis packages such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) do not calculate standard errors by taking into account complex sample designs. Several procedures are available for calculating precise estimates of sampling errors for complex samples. Procedures such as Taylor Series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR) produce similar results.[13] Consequently, it is largely a matter of convenience which approach is taken. For NELS:88, NORC used the Taylor Series procedure to calculate the standard errors.

Design Effects. The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect (designated as DEFF). For any statistical estimator (for example, a mean or a proportion), the design effect is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples. The square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The following formulas define the design effects and root design effect for this section:

$$\text{DEFF} = \frac{(\text{DESIGN-SE})^2}{(\text{SRS-SE})^2} \qquad (1)$$

$$\text{DEFT} = \frac{\text{DESIGN-SE}}{\text{SRS-SE}} \qquad (2)$$

where DESIGN-SE designates the standard error of an estimate calculated by taking into account the complex nature of the survey design, and SRS-SE designates the standard error of the same estimate calculated as if the survey design was a simple random sample.

3.3.1 Base Year Standard Errors and Design Effects

Selection of Base Year Items. Standard errors and design effects were selected for 30 means and proportions based on the NELS:88 base year student, parent, and school data.[14] The 30 variables from the student questionnaire were selected to overlap as much as possible with those variables examined in High School and Beyond. The remaining variables from the student questionnaire and from the parent and school questionnaires were selected randomly from each topical section of the questionnaire. Standard errors and design effects were calculated for each statistic both for the sample as a whole and for selected subgroups. For both the student and parent analyses, the subgroups were based on the student's sex, race and ethnicity, school type (public, Catholic, and other private), and socioeconomic status (lowest quartile, middle two quartiles, and highest quartile). For the school analysis, the subgroups were based on two levels of school type (public and combined private) and eighth-grade enrollment (at or below the median and above the median).

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[13] Frankel, M.R., *Inference from Survey Samples: An Empirical Investigation* (Ann Arbor: Institute for Social Research, 1971).

[14] For a more detailed presentation of design effects for individual items for the total sample and for various subsamples, see the *NELS:88 Base Year Sample Design Report*. For tables of base year parent and school administrator questionnaire data standard errors and design effects, see the respective base year data file user's manuals, or the sample design report.

Table 3.3.1-1
NELS:88 base year student questionnaire data: standard errors and design effects (*N*=24,599)

All Students

Survey item (or composite variable)		Estimated	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
Mother/female guardian living	BYS2A	99.35	0.06	1.35	1.16	24126	0.05
Father/male guardian living	BYS7A	91.48	0.26	1.94	1.39	22775	0.19
Expect to attend public high school	BYS14	88.13	0.43	4.21	2.05	24156	0.21
Father finished college	BYS34A	29.36	0.65	4.18	2.04	20450	0.32
Mother finished college	BYS34B	22.94	0.50	3.03	1.74	21504	0.29
Parents require chores to be done	BYS38B	90.11	0.23	1.39	1.18	24392	0.19
Watch more than 2 hrs of TV per weekday	BYS42A	66.35	0.47	2.18	1.48	22042	0.32
I feel good about myself	BYS44A	92.26	0.23	1.73	1.31	24355	0.17
Good luck more important than hard work	BYS44C	11.87	0.25	1.48	1.22	24245	0.21
Every time I get ahead something stops me	BYS44F	28.50	0.40	1.87	1.37	24266	0.29
Plans hardly work out, makes me unhappy	BYS44G	20.16	0.34	1.78	1.34	24258	0.26
I feel I do not have much to be proud of	BYS44L	14.26	0.29	1.64	1.28	24200	0.22
Expects to finish college	BYS45	65.44	0.49	2.62	1.62	24384	0.30
Expects to graduate from high school	BYS46	98.20	0.10	1.46	1.21	24332	0.09
Talk to father about planning H.S. prgrms	BYS50A	73.98	0.41	2.05	1.43	23795	0.28
Student cutting class a problem at school	BYS58C	14.96	0.37	2.51	1.58	23849	0.23
Student use of alcohol a problem at school	BYS58G	15.32	0.35	2.23	1.49	23838	0.23
Parents wanted R to take algebra	BYS62	57.42	0.60	2.25	1.50	15084	0.40
Enrolled in advanced mathematics	BYS66D	41.09	0.51	2.46	1.57	23159	0.32
English will be useful in my future	BYS70C	84.14	0.30	1.60	1.26	23379	0.24
Afraid to ask questions in social studies	BYS71B	15.09	0.32	1.82	1.35	23225	0.23
Ever held back a grade in school	BYS74	17.66	0.37	2.12	1.46	22771	0.25
Often come to class without homework	BYS78C	21.86	0.34	1.60	1.26	23062	0.27
Participated in school varsity sports	BYS82B	47.85	0.57	2.96	1.72	22578	0.33
Participated in dance	BYS82G	26.67	0.50	2.86	1.69	22383	0.30
Participated in religious organization	BYS82T	14.89	0.34	2.07	1.44	22120	0.24
Reading test formula score	BYTXRFS[c]	10.23	0.08	4.12	2.03	23791	0.04
Mathematics test formula score	BYTXMFS[c]	15.98	0.16	4.99	2.23	23778	0.07
Science test formula score	BYTXSFS[c]	09.86	0.08	4.82	2.20	23765	0.04
History/government test formula score	BYTXHFS[c]	15.12	0.11	5.01	2.24	23673	0.05
Mean				2.54	1.56		
Minimum				1.35	1.16		
Maximum				5.01	2.24		
Standard deviation				1.11	0.33		
Median				2.15	1.47		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of random sampling.

[c] Although this table does not reflect the rescaling of base year cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-2
Mean design effects (DEFFs) and root design effects (DEFTs) for base year student questionnaire data

Group	Mean DEFF	Mean DEFT
All students	2.54	1.56
Male[a]	1.98	1.39
Female	1.93	1.38
White and other[b]	2.25	1.48
Black	1.65	1.27
Hispanic	2.06	1.41
Asian/Pacific Islander	2.00	1.40
Public schools	2.27	1.48
Catholic schools	2.70	1.59
Other private schools	8.80	1.83
Low SES	1.58	1.25
Middle SES	1.66	1.28
High SES	1.84	1.34

[a] Sex categories are based on the composite sex variable.
[b] Race categories are based on the composite race variable.

Note: Each mean is based on 30 items, including four cognitive test items. Although this table does not reflect the rescaling of base year cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-3 NELS:88 first follow-up: Standard errors and design effects for student and dropout completers (*N*=19,264)[a]

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
Sure to graduate from H.S	F1S18A	95.51	0.403	7.182	2.680	18945	0.150
Sts in collg Prep/acadmc pgm	F1S20C	31.56	0.784	5.362	2.315	18843	0.339
Sts in vocational/tec pgms	F1S20D	11.50	0.435	3.504	1.872	18843	0.232
Watch more than 2hrs/per weekdy	F1S45A	54.52	0.693	3.491	1.868	18026	0.371
Expect to finish college	F1S49	54.95	0.776	4.627	2.151	19023	0.361
At age 30 exp to be a manager	F1S53F	5.23	0.252	2.300	1.517	17959	0.166
At age 30 exp to be in the military	F1S53G	2.97	0.188	2.204	1.485	17959	0.127
At age 30 exp to be an operative	F1S53H	1.43	0.223	6.318	2.513	17959	0.089
At age 30 exp to be a clergyman	F1S53J	18.11	0.535	3.465	1.861	17959	0.287
At age 30 exp to be a technician	F1S53P	4.67	0.223	2.007	1.417	17959	0.157
At age 30 doesn't know what to be	F1S53S	10.47	0.365	5.376	2.319	17959	0.157
Others in home speak Spanish	F1S55	57.69	2.296	8.462	2.909	3919	0.789
I feel good about myself	F1S62A	91.99	0.292	2.083	1.443	18007	0.202
Luck is more imprtnt than hrd wk	F1S62C	12.64	0.460	3.427	1.851	17887	0.248
Something always prevnts success	F1S62F	27.90	0.607	3.277	1.810	17889	0.335
My plans do not work out	F1S62G	22.55	0.545	3.034	1.742	17837	0.313
I do not have much to be proud of	F1S62L	17.41	0.471	2.746	1.657	17800	0.284
Live with other adult male in hh	F1S92C	7.04	0.376	4.129	2.032	19109	0.185
Live with mother in same hh	F1S92D	88.39	0.463	3.991	1.998	19109	0.232
Live with stepmother in same hh	F1S92E	3.04	0.192	2.391	1.546	19109	0.124
Live with boy/girl friend	F1S92H	1.34	0.129	2.396	1.548	19109	0.083
Live with own children	F1S92I	3.69	0.235	2.970	1.723	19109	0.136
Parents require chores to be done	F1S100E	94.29	0.269	2.327	1.525	17324	0.176
#-Grandparents in same household	F1S93C	0.10	0.005	2.462	1.569	16672	0.003
#-Relatives under 18 in same hh	F1S93D	0.09	0.006	2.423	1.557	16625	0.004
#-Nonrelatives under 18 in hh	F1S93F	0.04	0.004	2.202	1.484	16578	0.003
Reading test formula score	F1TXRIR[d]	21.08	0.133	5.215	2.284	17832	0.058
Mathmtcs test formula score	F1TXMIR[d]	35.53	0.220	5.661	2.379	17793	0.092
Science test formula score	F1TXSIR[d]	13.68	0.090	5.581	2.362	17684	0.038
Hist/Geog/Civ test formula score	F1TXHIR[d]	18.94	0.098	5.121	2.263	17591	0.043
Mean				3.858	1.923		
Minimum				2.007	1.417		
Maximum				8.462	2.909		
Standard deviation				1.681	0.408		
Median				3.446	1.856		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

[d] Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-4 NELS:88 first follow-up: Standard errors and design effects, all respondents, panel sample (N=17,424)[a]

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
Sure to graduate from H.S.	F1S18A	95.82	0.420	7.580	2.753	17208	0.153
STS in college prep/academic pgms	F1S20C	32.61	0.837	5.439	2.332	17065	0.359
STS in vocational/technical pgms	F1S20D	11.08	0.439	3.337	1.827	17065	0.240
Watch TV more than 2 hrs/per wkday	F1S45A	54.44	0.719	3.428	1.851	16448	0.388
Expect to finish college	F1S49	56.47	0.799	4.473	2.115	17223	0.378
At age 30 expect to be a manager	F1S53F	5.22	0.272	2.440	1.562	16333	0.174
At age 30 exp to be in the military	F1S53G	2.94	0.196	2.197	1.482	16333	0.132
At age 30 exp to be an operative	F1S53H	1.47	0.244	6.723	2.593	16333	0.094
At age 30 exp to be a clergyman	F1S53J	18.58	0.561	3.398	1.843	16333	0.304
At age 30 expect to be technician	F1S53P	4.63	0.215	1.708	1.307	16333	0.165
At age 30 doesn't know what to be	F1S53S	10.11	0.370	5.059	2.249	16333	0.165
Others in home speak Spanish	F1S55	57.59	2.232	6.921	2.631	3394	0.848
I feel good about myself	F1S62A	92.09	0.311	2.185	1.478	16450	0.210
Luck is more imp than hard work	F1S62C	12.12	0.458	3.218	1.794	16345	0.255
Something always prevents success	F1S62F	27.24	0.639	3.369	1.835	16351	0.348
My plans do not work out	F1S62G	21.92	0.557	2.955	1.719	16301	0.324
I do not have much to be proud of	F1S62L	16.79	0.471	2.583	1.607	16269	0.293
Live with other adult male in hh	F1S92C	6.85	0.410	4.558	2.135	17302	0.192
Live with mother in same hh	F1S92D	88.59	0.501	4.297	2.073	17302	0.242
Live with stepmother in same hh	F1S92E	3.11	0.213	2.607	1.615	17302	0.132
Live with boy/girl friend	F1S92H	1.28	0.136	2.527	1.589	17302	0.085
Live with own children	F1S92I	3.61	0.248	3.059	1.749	17302	0.142
Parents require chores to be done	F1S100E	94.52	0.277	2.350	1.533	15857	0.181
#-Grandparents in same household	F1S93C	0.10	0.005	2.390	1.546	15305	0.003
#-Relatives under 18 in same house	F1S93D	0.08	0.006	2.565	1.601	15264	0.004
#-Nonreltves under 18 in same hh	F1S93F	0.04	0.004	2.170	1.473	15227	0.003
Reading test formula score	F1TXRIR[d]	21.31	0.136	5.014	2.239	16304	0.061
Mathematics test formula score	F1TXMIR[d]	35.93	0.222	5.342	2.311	16270	0.096
Science test formula score	F1TXSIR[d]	13.80	0.092	5.341	2.311	16181	0.040
History/Geog/Civ test formla score	F1TXHIR[d]	19.11	0.099	4.816	2.194	16096	0.045
Mean				3.802	1.912		
Minimum				1.708	1.307		
Maximum				7.580	2.753		
Standard deviation				1.574	0.390		
Median				3.353	1.831		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

[d] Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-5 NELS:88 first follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data–full sample[a]

Group	Mean DEFF	Mean DEFT
Students	3.858	1.923
Dropouts	4.713	1.999
Male[b]	3.370	1.797
Female	3.454	1.813
White	3.051	1.712
Black	3.615	1.827
Hispanic	3.555	1.755
Asian/Pacific Islander	2.765	1.627
American Indian/ Alaskan Native	2.415	1.442
Public schools	3.226	1.755
Catholic schools	2.668	1.535
Other private schools	6.650	2.421
Low SES	2.838	1.649
Middle SES	3.088	1.719
High SES	3.477	1.797
Urban	3.478	1.847
Suburban	3.475	1.799
Rural	2.668	1.578

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 items, including four cognitive test items. Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-6 NELS:88 first follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data–panel sample[a]

Group	Mean DEFF	Mean DEFT
Students	3.802	1.912
Dropouts	4.705	1.997
Male[b]	3.456	1.817
Female	3.324	1.783
White	3.101	1.729
Black	3.804	1.867
Hispanic	2.643	1.591
Asian/Pacific Islander	2.758	1.609
American Indian/ Alaskan Native	2.066	1.362
Public schools	3.147	1.736
Catholic schools	2.619	1.513
Other private schools	6.529	2.391
Low SES	2.797	1.644
Middle SES	3.138	1.732
High SES	3.576	1.817
Urban	3.463	1.842
Suburban	3.412	1.788
Rural	2.634	1.571

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 items, including four cognitive test items. Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-7 NELS:88 first follow-up: Standard errors and design effects, dropouts, full sample (N=1,043)[a]

Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
R could not get along w/others	F1D6E	19.05	2.604	4.392	2.096	1000	1.243
R had no feeling of safety in school	F1D6K	11.41	2.142	4.535	2.129	1000	1.006
R had no feeling of belonging	F1D6P	24.97	3.230	5.563	2.359	1000	1.369
R dropped out because failing grades	F1D6R	42.10	3.506	5.038	2.245	1000	1.562
R had passing grade when last in school	F1D9	18.10	2.185	3.265	1.807	1015	1.209
Sts were in college prep/acad program	F1D16C	7.70	3.208	14.686	3.832	1015	0.837
Sts were in vocatnl/tech training	F1D16D	12.16	1.952	3.617	1.902	1015	1.026
Sts expect to finish college	F1D38	12.36	2.611	6.457	2.541	1027	1.027
At age 30 exp to be an employee	F1D39A	9.27	1.855	3.925	1.981	960	0.936
At age 30 exp to be a farmer	F1D39C	4.12	3.291	26.265	5.125	960	0.642
At age 30 exp to be a homemaker	F1D39D	3.01	0.828	2.255	1.502	960	0.551
At age 30 exp to be a manager	F1D39F	4.69	1.130	2.742	1.656	960	0.682
At age 30 exp to be in the military	F1D39G	3.61	0.652	1.172	1.083	960	0.602
At age 30 exp to be an operative	F1D39H	4.30	0.934	2.033	1.426	960	0.655
At age 30 exp to be a clergyman	F1D39J	7.45	2.708	10.201	3.194	960	0.848
At age 30 exp to be a school teacher	F1D39N	0.40	0.191	0.889	0.943	960	0.203
At age 30 exp to be a technician	F1D39P	2.90	0.600	1.227	1.108	960	0.542
At age 30 do not know what to be	F1D39S	15.16	1.735	2.244	1.498	960	1.158
Others in home speak spanish	F1D42	78.99	4.734	3.686	1.920	274	2.466
Live w/father in same house	F1D86A	31.16	2.558	3.084	1.756	1012	1.457
Live w/other adult male in hh	F1D86C	14.13	2.109	3.706	1.925	1012	1.095
Live with mother in same hh	F1D86D	69.97	2.814	3.810	1.952	1012	1.442
Live w/stepmother in same hh	F1D86E	2.66	0.635	1.576	1.255	1012	0.506
Live w/other adult female in hh	F1D86F	15.39	2.657	5.482	2.341	1012	1.135
Live with boy/girl friend	F1D86H	7.31	1.173	2.052	1.433	1012	0.809
Live with own children	F1D86I	18.42	2.448	4.031	2.008	1012	1.219
#-Sisters living in same hh	F1D87B	0.63	0.063	4.431	2.105	958	0.030
#-Grandparents in same hh	F1D87C	0.16	0.038	6.109	2.472	932	0.015
#-Relatives under 18 in same hh	F1D87D	0.19	0.030	1.056	1.028	934	0.029
#-Non relatives under 18 same hh	F1D87F	0.11	0.028	1.858	1.363	927	0.021
Mean				4.713	1.999		
Minimum				0.889	0.943		
Maximum				26.265	5.125		
Standard deviation				4.953	0.860		
Median				3.696	1.923		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

Table 3.3.1-8 NELS:88 first follow-up:
Standard errors and design effects, dropouts, panel sample (N=765)[a]

Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
R could not get alng w/others	F1D6E	20.05	3.228	4.784	2.187	737	1.476
R had no feeling of safety in school	F1D6K	12.12	2.648	4.845	2.201	737	1.203
R had no feeling of belonging	F1D6P	23.22	3.932	6.382	2.526	737	1.556
R dropped out because of failing grades	F1D6R	39.87	4.083	5.118	2.262	737	1.805
R had passng grades when last in school	F1D9	16.95	1.956	2.022	1.422	745	1.376
Sts were in college prep/acad program	F1D16C	8.43	4.084	16.035	4.004	743	1.020
Sts were in vocational/tech training	F1D16D	13.21	2.365	3.619	1.902	743	1.243
Sts expect to finish college	F1D38	11.84	3.177	7.300	2.702	756	1.176
At age 30 exp to be an employee	F1D39A	9.52	2.182	3.884	1.971	704	1.107
At age 30 exp to be a farmer	F1D39C	5.29	4.147	24.127	4.912	704	0.844
At age 30 exp to be a homemaker	F1D39D	2.20	0.786	2.016	1.420	704	0.554
At age 30 exp to be a manager	F1D39F	4.95	1.430	3.058	1.749	704	0.818
At age 30 exp to be in the military	F1D39G	3.54	0.788	1.277	1.130	704	0.697
At age 30 exp to be an operative	F1D39H	4.45	1.141	2.153	1.467	704	0.778
At age 30 exp to be a clergyman	F1D39J	6.73	2.772	8.611	2.934	704	0.945
At age 30 exp to be a school teacher	F1D39N	0.49	0.247	0.883	0.939	704	0.263
At age 30 exp to be a technician	F1D39P	2.92	0.678	1.142	1.068	704	0.635
At age 30 do not know what to be	F1D39S	15.03	2.012	2.228	1.493	704	1.348
Others in home speak spanish	F1D42	79.63	5.197	3.347	1.829	202	2.841
Live with father in same house	F1D86A	30.89	3.018	3.144	1.773	738	1.702
Live with other adult male in hh	F1D86C	14.28	2.502	3.769	1.941	738	1.289
Live with mother in same hh	F1D86D	68.29	3.366	3.856	1.964	738	1.714
Live with stepmother in same hh	F1D86E	2.83	0.780	1.631	1.277	738	0.611
Live with other adult female in hh	F1D86F	16.27	3.274	5.800	2.408	738	1.359
Live with boy/girl friend	F1D86H	7.62	1.394	2.033	1.426	738	0.978
Live with own children	F1D86I	18.90	2.932	4.133	2.033	738	1.442
#-sisters living in same household	F1D87B	0.62	0.077	5.433	2.331	696	0.033
#-grandparents in same household	F1D87C	0.17	0.047	6.252	2.500	674	0.019
#-relatives under 18 in same house	F1D87D	0.21	0.039	1.061	1.030	679	0.038
#-non relatves undr 18 in same hh	F1D87F	0.12	0.028	1.211	1.101	672	0.025
Mean				4.705	1.997		
Minimum				0.883	0.939		
Maximum				24.127	4.912		
Standard deviation				4.748	0.862		
Median				3.694	1.922		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

Table 3.3.1-9 NELS:88 second follow-up: Standard errors and design effects, all respondents; full sample (N=19,220)

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
There are many gangs in school	F2S7H	18.818	0.682	5.712	2.390	18761	0.285
I cut or skipped classes	F2S9B	2.956	0.073	4.610	2.147	18763	0.034
High school program - college prep	F2S12AB	35.860	0.679	3.796	1.948	18938	0.348
High school prgram - voc/tech prgms	F2S12AD	14.612	0.461	3.226	1.796	18938	0.257
Time watching TV during week	F2S35A[c]	78.539	0.520	2.633	1.623	16414	0.320
Being successful in line of work	F2S40A	98.733	0.156	3.699	1.923	19012	0.081
Level schl R's mother wants R cmplte	F2S42B	45.556	0.633	2.832	1.683	17532	0.376
Level school R anticipates completing	F2S43	30.215	0.610	3.245	1.801	18386	0.339
At age 30 R expects to be a manager	F2S64BF	5.777	0.251	2.105	1.451	18189	0.173
At age 30 R expects to be technician	F2S64BP	5.926	0.258	2.172	1.474	18189	0.175
I feel good about myself	F2S66A	93.523	0.291	2.401	1.549	17172	0.188
Luck more important than hard work	F2S66C	12.106	0.472	3.577	1.891	17082	0.250
Something always prevents success	F2S66F	25.916	0.578	2.968	1.723	17056	0.336
Plans hardly ever work out	F2S66G	21.750	0.564	3.177	1.782	16998	0.316
I do not have much to be proud of	F2S66L	15.860	0.471	2.823	1.680	16984	0.280
Chances R's life better than parents	F2S67K	60.872	0.651	3.005	1.734	16889	0.376
Number friends plan to attend college	F2S69E	48.259	0.750	3.931	1.983	17449	0.378
Relationship with fthr/mthr R's child	F2S79	25.365	2.195	3.510	1.873	1379	1.172
Amt earn/hour current/mst recent job	F2S91	5.472	0.027	2.848	1.688	11776	0.016
Amt earn from job R spends to go out	F2S92B	14.697	0.468	2.569	1.603	14706	0.292
Amt earn from job R spends on rent	F2S92D	3.876	0.269	2.844	1.687	14645	0.160
Last 2 yrs family memb in drug rehab	F2S96P	7.561	0.288	2.218	1.489	18690	0.193
Who decides if R can have job	F2S98C	57.361	0.701	3.143	1.773	15644	0.395
R's futr faml to be simlr to own faml	F2S100F	39.756	0.658	2.724	1.650	15069	0.399
English is native language	F2S107	10.732	0.747	11.118	3.334	19088	0.224
How well does R speak English	F2S109B	5.148	0.994	4.087	2.022	2020	0.492
Reading IRT-estimated number right	F22XRIRR	32.182	0.190	4.769	2.184	14176	0.087
Mathematics IRT-estmted nmbr right	F22XMIRR	46.859	0.290	5.559	2.358	14183	0.123
Science IRT-estimated number right	F22XSIRR	22.853	0.119	5.041	2.245	14080	0.053
Hist/Cit/Geo IRT-estmted nmbr right	F22XHIRR	34.279	0.102	4.917	2.217	14011	0.046
Mean				3.709	1.890		
Minimum				2.105	1.451		
Maximum				11.118	3.334		
Standard deviation				1.685	0.369		
Median				3.201	1.789		

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[a] Standard error calculated taking into account the sample design.
[b] Standard error calculated under assumptions of simple random sampling.
[c] Question asked on student questionnaire only.

Table 3.3.1-10 NELS:88 second follow-up: Standard errors and design effects, all respondents; F2 panel sample (N=16,489)

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
There are many gangs in school	F2S7H	18.387	0.734	5.795	2.407	16142	0.305
I cut or skipped classes	F2S9B	2.897	0.081	5.063	2.250	16141	0.036
High school program - college prep	F2S12AB	37.986	0.754	3.933	1.983	16295	0.380
High school prgram - voc/tech prgms	F2S12AD	14.307	0.475	2.999	1.732	16295	0.274
Time watching TV during week	F2S35A[c]	78.433	0.532	2.410	1.552	14403	0.343
Being successful in line of work	F2S40A	98.791	0.170	3.955	1.989	16345	0.085
Level schl R's mother wants R cmplte	F2S42B	45.826	0.678	2.814	1.677	15197	0.404
Level school R anticipates completing	F2S43	30.671	0.625	2.919	1.709	15892	0.366
At age 30 R expects to be a manager	F2S64BF	5.515	0.255	1.960	1.400	15710	0.182
At age 30 R expects to be technician	F2S64BP	5.672	0.276	2.237	1.496	15710	0.185
I feel good about myself	F2S66A	93.518	0.293	2.122	1.457	14981	0.201
Luck more important than hard work	F2S66C	11.375	0.493	3.594	1.896	14908	0.260
Something always prevents success	F2S66F	25.341	0.608	2.908	1.705	14881	0.357
Plans hardly ever work out	F2S66G	21.263	0.612	3.320	1.822	14838	0.336
I do not have much to be proud of	F2S66L	14.963	0.484	2.729	1.652	14822	0.293
Chances R's life better than parents	F2S67K	61.002	0.702	3.055	1.748	14750	0.402
Number friends plan to attend college	F2S69E	50.206	0.809	3.954	1.989	15104	0.407
Relationship with fthr/mthr R's child	F2S79	26.631	2.642	3.880	1.970	1086	1.341
Amt earn/hour current/mst recent job	F2S91	5.459	0.030	3.114	1.765	10273	0.017
Amt earn from job R spends to go out	F2S92B	14.450	0.496	2.557	1.599	12848	0.310
Amt earn from job R spends on rent	F2S92D	3.386	0.238	2.215	1.488	12791	0.160
Last 2 yrs family memb in drug rehab	F2S96P	7.578	0.301	2.083	1.443	16102	0.209
Who decides if R can have job	F2S98C	56.753	0.721	2.897	1.702	13680	0.424
R's futr faml to be simlr to own faml	F2S100F	39.618	0.704	2.738	1.655	13217	0.425
English is native language	F2S107	8.814	0.649	8.600	2.933	16410	0.221
How well does R speak English	F2S109B	2.499	0.890	4.717	2.172	1451	0.410
Reading IRT-estimated number right	F22XRIRR	32.753	0.187	4.317	2.078	12718	0.090
Mathematics IRT-estmted nmbr right	F22XMIRR	47.593	0.291	5.169	2.273	12714	0.128
Science IRT-estimated number right	F22XSIRR	23.203	0.116	4.448	2.109	12631	0.055
Hist/Cit/Geo IRT-estmted nmbr right	F22XHIRR	34.583	0.101	4.428	2.104	12572	0.048
Mean				3.564	1.858		
Minimum				1.960	1.400		
Maximum				8.600	2.933		
Standard deviation				1.366	0.332		
Median				2.959	1.720		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

[c] Question asked on student questionnaire only.

Table 3.3.1-11 NELS:88 second follow-up: Standard errors and design effects, all respondents; F1F2 panel sample (*N*=18,116)

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
There are many gangs in school	F2S7H	18.596	0.694	5.632	2.373	17700	0.292
I cut or skipped classes	F2S9B	2.931	0.076	4.997	2.235	17708	0.034
High school program - college prep	F2S12AB	36.665	0.706	3.835	1.958	17868	0.361
High school prgram - voc/tech prgms	F2S12AD	14.623	0.475	3.229	1.797	17868	0.264
Time watching TV during week	F2S35A[c]	78.707	0.528	2.592	1.610	15583	0.328
Being successful in line of work	F2S40A	98.694	0.165	3.788	1.946	17933	0.085
Level schl R's mother wants R cmplte	F2S42B	45.741	0.644	2.771	1.665	16585	0.387
Level school R anticipates completing	F2S43	30.104	0.618	3.153	1.776	17372	0.348
At age 30 R expects to be a manager	F2S64BF	5.767	0.261	2.156	1.468	17197	0.178
At age 30 R expects to be technician	F2S64BP	5.725	0.258	2.121	1.456	17197	0.177
I feel good about myself	F2S66A	93.560	0.279	2.105	1.451	16290	0.192
Luck more important than hard work	F2S66C	12.101	0.506	3.901	1.975	16206	0.256
Something always prevents success	F2S66F	25.957	0.579	2.823	1.680	16184	0.345
Plans hardly ever work out	F2S66G	21.779	0.572	3.098	1.760	16133	0.325
I do not have much to be proud of	F2S66L	15.577	0.467	2.673	1.635	16115	0.286
Chances R's life better than parents	F2S67K	61.023	0.667	2.997	1.731	16025	0.385
Number friends plan to attend college	F2S69E	48.775	0.772	3.934	1.983	16491	0.389
Relationship with fthr/mthr R's child	F2S79	25.138	2.313	3.551	1.884	1249	1.227
Amt earn/hour current/mst recent job	F2S91	5.463	0.028	2.063	1.750	11191	0.016
Amt earn from job R spends to go out	F2S92B	14.411	0.475	2.553	1.598	13958	0.297
Amt earn from job R spends on rent	F2S92D	3.465	0.219	1.993	1.412	13899	0.155
Last 2 yrs family memb in drug rehab	F2S96P	7.521	0.284	2.046	1.430	17642	0.199
Who decides if R can have job	F2S98C	57.199	0.702	2.990	1.729	14853	0.406
R's futr faml to be simlr to own faml	F2S100F	40.058	0.677	2.735	1.654	14331	0.409
English is native language	F2S107	10.071	0.768	11.732	3.425	18014	0.224
How well does R speak English	F2S109B	4.263	1.153	5.837	2.416	1792	0.477
Reading IRT-estimated number right	F22XRIRR	32.383	0.191	4.771	2.170	13668	0.088
Mathematics IRT-estmted nmbr right	F22XMIRR	47.059	0.289	5.345	2.312	13671	0.125
Science IRT-estimated number right	F22XSIRR	22.947	0.117	4.694	2.167	13574	0.054
Hist/Cit/Geo IRT-estmted nmbr right	F22XHIRR	34.381	0.103	4.803	2.191	13507	0.047
Mean				3.729	1.888		
Minimum				1.993	1.412		
Maximum				11.732	3.425		
Standard deviation				1.844	0.405		
Median				3.048	1.746		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

[c] Question asked on student questionnaire only.

Table 3.3.1-12 NELS:88 second follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data–full sample

Group	Mean DEFF	Mean DEFT
All Respondents	3.709	1.890
Dropouts	2.929	1.690
Male[*]	3.080	1.724
Female	3.219	1.778
White	3.108	1.743
Black	2.959	1.690
Hispanic	2.830	1.647
Asian/Pacific Islander	2.690	1.621
American Indian/ Alaskan Native	3.276	1.686
Public schools	3.127	1.736
Catholic schools	2.594	1.577
Non-Catholic private schools	7.172	2.526
Low SES	2.936	1.681
Middle SES	2.529	1.574
High SES	3.963	1.950
Urban	3.868	1.925
Suburban	2.900	1.648
Rural	3.355	1.700

[*] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 questionnaire items.

Table 3.3.1-13 NELS:88 second follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data--F2 panel sample

Group	Mean DEFF	Mean DEFT
All Respondents	3.564	1.858
Dropouts	2.878	1.677
Male*	3.078	1.727
Female	3.208	1.759
White	3.101	1.733
Black	3.076	1.707
Hispanic	2.737	1.627
Asian/Pacific Islander	2.556	1.549
American Indian/ Alaskan Native	2.209	1.430
Public schools	2.934	1.681
Catholic schools	2.541	1.555
Non-Catholic private schools	7.301	2.577
Low SES	2.772	1.632
Middle SES	2.464	1.552
High SES	3.792	1.896
Urban	3.604	1.854
Suburban	2.936	1.686
Rural	3.074	1.639

* Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 questionnaire items.

Table 3.3.1-14 NELS:88 second follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data–F1F2 panel sample

Group	Mean DEFF	Mean DEFT
All Respondents	3.729	1.888
Dropouts	2.843	1.666
Male[a]	3.061	1.719
Female	3.209	1.768
White	3.015	1.713
Black	2.975	1.693
Hispanic	2.945	1.671
Asian/Pacific Islander	2.674	1.610
American Indian/ Alaskan Native	3.290	1.671
Public schools	3.148	1.735
Catholic schools	2.532	1.553
Non-Catholic private schools	7.368	2.591
Low SES	2.908	1.666
Middle SES	2.462	1.551
High SES	3.810	1.904
Urban	3.608	1.856
Suburban	3.005	1.707
Rural	3.556	1.714

[a] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 questionnaire items.

Table 3.3.1-15 NELS:88 second follow-up: Standard errors and design effects, dropouts, full sample (*N*=2,028)

Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
What year did R last attend school	F2D6Y	53.802	1.907	2.925	1.710	1999	1.115
What grade was R last in at school	F2D7	49.946	1.878	2.830	1.682	2006	1.116
Reason for leaving school	F2D9AD	15.312	1.289	2.445	1.564	1908	0.824
There are many gangs in school	F2D18H	28.201	1.861	3.281	1.811	1918	1.027
I cut or skipped classes	F2D19B	6.046	0.264	3.315	1.821	1912	0.145
High school program - college prep	F2D20C	5.030	0.558	1.248	1.117	1915	0.499
High school prgram - voc/tech prgms	F2D20D	14.878	1.540	3.586	1.894	1915	0.813
R enrlld in jr coll/voc programs	F2D23B	4.019	0.963	4.700	2.168	1955	0.444
Being successful in line of work	F2D36A	97.730	0.385	1.320	1.149	1976	0.335
Level schl R's mother wants R cmplte	F2D37B	30.854	1.910	3.184	1.784	1862	1.070
Level school R anticipates completing	F2D38	11.042	1.299	3.223	1.795	1876	0.724
At age 30 R expects to be a manager	F2D40AD	8.637	0.892	1.969	1.403	1953	0.636
At age 30 R expects to be technician	F2D40AO	9.050	0.940	2.097	1.448	1953	0.649
Amt earn/hour current/mst recent job	F2D45K	5.611	0.076	2.221	1.490	1534	0.051
Amt earn from job R spends to go out	F2D47B	9.453	1.024	1.860	1.364	1518	0.751
I feel good about myself	F2D57A	91.491	1.008	2.341	1.530	1794	0.659
Luck more important than hard work	F2D57C	18.906	1.879	4.117	2.029	1788	0.926
Something always prevents success	F2D57F	42.633	1.948	2.773	1.665	1787	1.170
Plans hardly ever work out	F2D57G	34.341	1.742	2.400	1.549	1783	1.125
I do not have much to be proud of	F2D57L	21.810	1.575	2.598	1.612	1786	0.977
Chances R's life better than parents	F2D58K	52.523	2.077	3.095	1.759	1789	1.181
Number friends plan to attend college	F2D59E	13.463	1.371	3.143	1.773	1948	0.773
Relationship with fthr/mthr R's child	F2D69	32.167	3.343	3.693	1.922	721	1.740
Events occrd in R's family last 2 yrs	F2D80L	13.352	1.164	2.285	1.512	1951	0.770
Last 2 yrs family memb in drug rehab	F2D80P	10.583	0.980	1.982	1.408	1953	0.696
Who decides if R can have job	F2D81C	84.902	2.011	3.821	1.955	1211	1.029
R's futr faml to be simlr to own faml	F2D82F	47.811	2.513	3.045	1.745	1203	1.440
English is native language	F2D89	13.010	1.695	5.100	2.258	2009	0.751
How well does R speak English	F2D91B	6.604	2.995	4.348	2.085	299	1.436
Mean				2.929	1.690		
Minimum				1.248	1.117		
Maximum				5.100	2.258		
Standard deviation				0.921	0.272		
Median				2.801	1.674		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

Table 3.3.1-16 NELS:88 second follow-up: Standard errors and design effects, dropouts, F2 panel sample (*N*=1,512)

Dropouts							
Survey item (or composite variable)		**Esti-mate**	**Design S.E.[a]**	**DEFF**	**DEFT**	**N**	**SRS S.E.[b]**
What year did R last attend school	F2D6Y	56.860	2.215	2.978	1.726	1489	1.284
What grade was R last in at school	F2D7	49.785	2.202	2.902	1.703	1496	1.293
Reason for leaving school	F2D9AD	14.155	1.468	2.525	1.589	1424	0.924
There are many gangs in school	F2D18H	28.239	2.210	3.451	1.858	1432	1.190
I cut or skipped classes	F2D19B	5.839	0.313	3.471	1.863	1428	0.168
High school program - college prep	F2D20C	5.261	0.626	1.127	1.061	1433	0.590
High school prgram - voc/tech prgms	F2D20D	16.437	1.872	3.656	1.912	1433	0.979
R enrlld in jr coll/voc programs	F2D23B	3.459	0.963	4.066	2.016	1464	0.478
Being successful in line of work	F2D36A	97.694	0.475	1.479	1.216	1477	0.391
Level schl R's mother wants R cmplte	F2D37B	30.818	2.258	3.343	1.828	1398	1.235
Level school R anticipates completing	F2D38	9.709	1.084	1.883	1.372	1405	0.790
At age 30 R expects to be a manager	F2D40AD	9.177	1.068	1.995	1.413	1458	0.756
At age 30 R expects to be technician	F2D40AO	8.433	1.003	1.899	1.378	1458	0.728
Amt earn/hour current/mst recent job	F2D45K	5.630	0.097	2.529	1.590	1157	0.061
Amt earn from job R spends to go out	F2D47B	8.970	1.227	2.109	1.452	1144	0.845
I feel good about myself	F2D57A	91.183	1.203	2.407	1.551	1337	0.775
Luck more important than hard work	F2D57C	17.018	1.998	3.774	1.943	1335	1.029
Something always prevents success	F2D57F	43.891	2.226	2.680	1.637	1332	1.360
Plans hardly ever work out	F2D57G	35.823	2.202	2.805	1.675	1330	1.315
I do not have much to be proud of	F2D57L	21.097	1.682	2.262	1.504	1331	1.118
Chances R's life better than parents	F2D58K	52.094	2.463	3.248	1.802	1336	1.367
Number friends plan to attend college	F2D59E	13.064	1.459	2.735	1.654	1459	0.882
Relationship with fthr/mthr R's child	F2D69	34.498	4.132	4.080	2.020	540	2.046
Events occrd in R's family last 2 yrs	F2D80L	13.007	1.430	2.640	1.625	1461	0.880
Last 2 yrs family memb in drug rehab	F2D80P	10.850	1.242	2.332	1.527	1462	0.813
Who decides if R can have job	F2D81C	85.079	2.137	3.169	1.780	881	1.200
R's futr faml to be simlr to own faml	F2D82F	47.699	3.000	3.149	1.775	873	1.690
English is native language	F2D89	13.023	1.650	3.605	1.899	1500	0.869
How well does R speak English	F2D91B	6.376	3.758	5.157	2.271	218	1.655
Mean				2.878	1.677		
Minimum				1.127	1.061		
Maximum				5.157	2.271		
Standard deviation				0.847	0.254		
Median				2.707	1.645		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

Table 3.3.1-17 NELS:88 second follow-up: Standard errors and design effects, dropouts, F1F2 panel sample (*N*=1,837)

Dropouts

Survey item (or composite variable)		**Estimate**	**Design S.E.**[a]	**DEFF**	**DEFT**	**N**	**SRS S.E.**[b]
What year did R last attend school	F2D6Y	55.902	1.945	2.778	1.667	1810	1.167
What grade was R last in at school	F2D7	51.284	1.928	2.702	1.644	1816	1.173
Reason for leaving school	F2D9AD	15.184	1.356	2.473	1.573	1732	0.862
There are many gangs in school	F2D18H	27.603	1.942	3.278	1.811	1737	1.073
I cut or skipped classes	F2D19B	5.953	0.267	3.045	1.745	1733	0.153
High school program - college prep	F2D20C	5.369	0.606	1.256	1.120	1737	0.541
High school prgram - voc/tech prgms	F2D20C	15.307	1.594	3.404	1.845	1737	0.864
R enrlld in jr coll/voc programs	F2D23B	3.303	0.798	3.531	1.879	1771	0.425
Being successful in line of work	F2D36A	97.596	0.416	1.321	1.149	1791	0.362
Level schl R's mother wants R cmplte	F2D37B	31.098	2.007	3.177	1.782	1690	1.126
Level school R anticipates completing	F2D38	10.080	1.016	1.936	1.391	1700	0.730
At age 30 R expects to be a manager	F2D40AD	8.859	0.965	2.039	1.428	1768	0.676
At age 30 R expects to be technician	F2D40AO	8.522	0.927	1.949	1.396	1768	0.664
Amt earn/hour current/mst recent job	F2D45K	5.618	0.080	2.278	1.509	1391	0.053
Amt earn from job R spends to go out	F2D47B	9.628	1.136	2.041	1.429	1376	0.795
I feel good about myself	F2D57A	91.267	1.071	2.339	1.529	1625	0.700
Luck more important than hard work	F2D57C	19.036	2.102	4.647	2.156	1621	0.975
Something always prevents success	F2D57F	44.550	2.040	2.729	1.652	1620	1.235
Plans hardly ever work out	F2D57G	35.558	1.879	2.491	1.578	1617	1.190
I do not have much to be proud of	F2D57L	21.624	1.657	2.621	1.619	1618	1.023
Chances R's life better than parents	F2D58K	52.575	2.192	3.124	1.767	1621	1.240
Number friends plan to attend college	F2D59E	13.105	1.283	2.559	1.600	1770	0.802
Relationship with fthr/mthr R's child	F2D69	31.577	3.566	3.796	1.948	645	1.830
Events occrd in R's family last 2 yrs	F2D80L	13.030	1.269	2.515	1.586	1770	0.800
Last 2 yrs family memb in drug rehab	F2D80P	10.661	1.074	2.145	1.465	1771	0.733
Who decides if R can have job	F2D81C	84.634	2.179	3.998	1.999	1095	1.090
R's futr faml to be simlr to own faml	F2D82F	48.615	2.681	3.136	1.771	1090	1.514
English is native language	F2D89	13.086	1.684	4.545	2.132	1823	0.790
How well does R speak English	F2D91B	6.439	3.204	4.584	2.141	269	1.497
Mean				2.843	1.666		
Minimum				1.256	1.120		
Maximum				4.647	2.156		
Standard deviation				0.872	0.259		
Median				2.590	1.609		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

Results. Design effects for questions selected from the student questionnaire are presented in Table 3.3.1-1. On the whole, the design effects indicate that the NELS:88 sample was slightly more efficient than the High School and Beyond sample. For means and proportions based on student questionnaire data for all students (see Table 3.3.1-1), the average design effect in the NELS:88 base year was 2.54; the comparable base year figure was 2.88 for the High School and Beyond sophomore cohort and 2.69 for the senior cohort. Table 3.3.1-2 gives the mean design effects (DEFFs) and mean root design effects (DEFTs) for each subgroup. This table shows that the difference is also apparent for subgroup estimates. The *High School and Beyond Sample Design Report* presents design effects for ten subgroups defined similarly to those in Table 3.3.1-2.[15] For eight of the ten subgroups, the NELS:88 design effects are smaller on the average than those for both the High School and Beyond sophomore and senior cohorts. The increased efficiency is especially marked for students attending Catholic schools. In NELS:88, the average design effect is 2.70; in High School and Beyond, it was 3.60 for the sophomores and 3.58 for the seniors.

The smaller design effects in the NELS:88 base year may reflect the somewhat smaller cluster size used in the later survey. The High School and Beyond base year sample design called for 36 sophomore and 36 senior selections from each school; the NELS:88 sample called for the selection of only 24 students (plus, on average, two oversampled Hispanics and Asians) from each school. Clustering tends to increase the variability of survey estimates, because the observations within a cluster are similar and therefore add less information than independently selected observations.

3.3.2 First Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 first follow-up student and dropout data. The goal was to estimate standard errors/design effects for all respondents including dropouts, on the one hand, and separately for dropouts, on the other. Because of the lack of perfect overlap between questions on the Student and Dropout Questionnaires, and because 25 percent of the dropout sample was administered an abbreviated questionnaire, it was necessary to select two sets of 30 items, one to represent questions asked of all respondents and one to represent questions asked of all dropouts.

Selection of First Follow-Up Items. To select questions for the standard errors/design effects analysis of all respondents a number of criteria were used. The first criterion was whether a question appeared in the NELS:88 base year or High School and Beyond analyses of standard errors/design effects. This criterion resulted in the selection of ten questions, seven which were used in both the NELS:88 base year and High School and Beyond standard error/design effects analysis and three which were used only in the NELS:88 base year analysis.

Policy relevance was the second criterion used for selecting questions. This criterion was used in order to ensure that variables that were important to analysts, thus likely to receive considerable use, were represented. Using this criterion, four cognitive test scores, specifically the IRT-estimated number right scores for math, English, science and social studies, were selected. Although several test score composites are available in the data file, the IRT-estimated number right scores were chosen because they compensate for guessing and for omitted items. The IRT scores also have the virtue of being equated across the multi-level math and reading test forms.

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[15] Frankel, M; Kohnke, L.; Buonanno, D.; and Tourangeau, R.; Chicago: NORC, 1981.

The remaining 16 variables were selected randomly from the pool of remaining critical items. The selection process occurred using the following procedure. First, all critical items not selected by the first two criteria formed a pool of eligible items. This involved three types of items--binary items, multiple category items, and continuous or quasi-continuous items. Each category of a multiple-category item was treated as a separate binary item. Second, all of the items (binary and continuous) were rescaled such that the lowest possible value was 0 and the highest possible value was 100. Finally, the rescaled items were sorted from by the size of their means and a systematic sample of 16 items was selected from the sorted list of items.

For dropouts, the starting point for selecting the variables for standard error/design effect calculations was to use items that overlapped the student and dropout questionnaires and that were already selected for the analysis of all respondents. There were 18 such items. The remaining items were selected randomly from the pool of critical items not already selected that were in both the full and abbreviated versions of the dropout questionnaire. A systematic sample of 12 items from this pool was obtained by the same transformation, ordering, and systematic sampling procedure used to select items for all students.

Results. Standard errors and design effects were calculated for each of the 30 items for the sample as a whole and for selected subgroups. The subgroups were based on the respondent's school status (student/dropout), sex, race and ethnicity, school type (public, Catholic, and other private), socioeconomic status (lowest quartile, middle two quartiles, and highest quartile) and urbanicity (urban, suburban, and rural). Two sets of standard errors and design effects were calculated, one using all of the first follow-up respondents weighted by the full sample questionnaire weight, F1QWT, and the second using just the panel respondents weighted by F1PNLWT.

The individual item standard errors, design effects (DEFF) and root design effects (DEFT) for all respondents are presented along with summary statistics in Tables 3.3.1-3 (full sample) and 3.3.1-4 (panel sample). Tables 3.3.1-5 and 3.3.1-6 present corresponding summary design effects for the subgroups.

Individual item standard errors, design effects and design effect summary statistics for dropouts are presented in Tables 3.3.1-7 (full sample) and 3.3.1-8 (panel sample). No subgroup analyses were conducted for the dropouts because the resulting sample sizes would have been quite small. Individual item standard errors and design effects by subgroups are presented in the *NELS:88 First Follow-Up Final Technical Report.*[16]

As expected, the design effects in the first follow-up are somewhat higher than those of the base year. This is a result of the subsampling procedures used for the first follow-up; students who were found to be attending schools with a small number of base year sample students were undersampled in the first follow-up. Tables 3.3.1-5 and 3.3.1-6 show that subgroups also have larger design compared to those in the base year. Table 3.3.1-2 presents base year design effects for 12 subgroups defined similarly to those in Tables 3.3.1-5 and 3.3.1-6. For 11 of the twelve subgroups, the first follow-up survey average design effects are larger than those for the base year survey, regardless of whether the full or panel samples are considered. The one exception is students from private schools. While having the highest average design effect (as they did in the base year analysis), these students show a lower average design effect in the first follow-up survey (full sample, 6.65; panel sample, 6.53) than in the base year survey (8.80).

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[16] Ingels S.J., Scott L.A., Rock D., Pollack J., Rasinski K.; Washington D.C.: NCES, 1994.

Both average design effects for the first follow-up survey were larger than the average design effect of 2.88 obtained for the base year HS&B Sophomore Cohort. The direction of this difference held for 10 of the 11 subgroups comparable across the first follow-up and HS&B. Catholic school students are the exception. The average first follow-up design effect for Catholic school students is lower than the average HS&B Catholic school student design effect (first follow-up: full sample, 2.67, panel sample, 2.62; HS&B, 3.60). While the first follow-up design effect for private school students was higher than in HS&B, the difference is small (first follow-up: full sample, 6.65, panel sample, 6.53; HS&B, 6.22); in fact it is the smallest of the differences in average design effects between the two surveys.

The general tendency in longitudinal studies is for design effects to lessen over time, as dispersion reduces the original clustering. However, subsampling has the opposite effect, that is, it increases design effects. This is so because subsampling introduces additional variability into the weights with an attendant loss in sample efficiency, as may be illustrated by the case of the sophomore cohort of HS&B. For example, considerable subsampling of nonrespondents was done in the HS&B first follow-up, which had a rather higher design effect, 3.59, than HS&B base year. Comparatively more subsampling was done in the NELS:88 first follow-up, which has an overall design effect similar to, though somewhat higher than, the HS&B first follow-up (3.8 or 3.9 for NELS:88, 3.6 for HS&B).

The larger design effects (compared to NELS:88 and HS&B base years) in the NELS:88 first follow-up survey are probably due to disproportionality in strata representation introduced by subsampling. This is illustrated in the higher design effects for dropouts than for students (full sample: students, 3.86, dropouts, 4.71; panel sample: students, 4.71, dropouts, 4.70); dropouts were retained at a much higher rate (i.e., certainty) than students, who were subsampled at rates corresponding to their clustering in first follow-up schools.

To make a more exact assessment of the expected increase in design effects for the first follow-up sample an additional analysis of the student data was conducted using NELS:88 base year data. Standard errors and design effects were calculated on the base year student respondents, using the same variables that were used in the base year analysis, but using the first follow-up panel weight. Any magnitude of the increase in design effects in the first follow-up can be assessed by comparing the average design effect obtained from this analysis with the design effect obtained using the entire base year sample and the base year questionnaire weight, BYQWT. This analysis yielded a design effect of 3.90 (root design effect=1.96), and supports the contention that the increase in first follow-up design effects is due to weighting necessary to accommodate the subsampling.

3.3.3 Second Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 second follow-up student and dropout data. As in the first follow-up analysis, the goal was to estimate standard errors/design effects for all respondents including dropouts, and separately for dropouts.

Selection of Second Follow-Up Items. Criteria similar to those used in the first follow-up were used to select questions for the second follow-up standard error/design effects analysis. The first criterion was whether a question had been used in the NELS:88 base year and first follow-up or High School and Beyond analyses of standard errors/design effects. This overlap resulted in the inclusion of 16 items. Additionally, it was important to maximize the overlap between questions that appeared in both the second follow-up student and dropout questionnaires. Nine of the remaining items selected appear in both second follow-up instruments. A total of five non-overlap items were selected from the student questionnaire to supplement those in common with the dropout questionnaire.

Policy relevance was the second criterion for selecting items. This criterion was applied in order to ensure that variables that are important to analysts, thus likely to have a higher frequency of use, were represented. Using this criterion, four cognitive test scores were selected--the IRT-estimated number right scores for mathematics, English, science, and social studies. Although several test score composites were available, the IRT-estimated number right scores were used because they compensate for guessing and omitted items. The IRT scores have also been equated across the multi-level math and reading test forms.

Results. Standard errors and design effects were calculated for each of the items for the sample as a whole and for selected subgroups. The subgroups were based on the respondent's sex, race/ethnicity, school type (public, Catholic, and other private), socioeconomic status (lowest quartile, middle two quartiles, and highest quartile), and urbanicity (urban, suburban, and rural). Three sets of standard errors and design effects were calculated, one using all of the second follow-up respondents weighted by the full sample questionnaire weight, F2QWT, the second using just the panel respondents weighted by F2PNLWT, and the third using just the respondents in the first and second follow-up panel sample weighted by F2F1PNWT.

The individual item standard errors, design effects (DEFF) and root design effects (DEFT) for all respondents are presented along with summary statistics in Tables 3.3.1-9 (full sample) and 3.3.1-10 (panel sample), and 3.3.1-11 (first/second follow-up panel sample). Tables 3.3.1-12, 3.3.1-13, and 3.3.1-14 present corresponding summary design effects for the subgroups.

Individual item standard errors, design effects and design effect summary statistics for dropouts are presented in Tables 3.3.1-15 (full sample) and 3.3.1-16 (panel sample), and 3.3.1-17 (first/second follow-up panel sample). As in the first follow-up analysis, no subgroup analyses were conducted for the dropouts because the resulting sample sizes would have been quite small. Individual item standard errors and design effects by subgroups are presented in the forthcoming *NELS:88 Second Follow-Up Sample Design Report*.

The design effects in the second follow-up are lower than those in the first follow-up (for both the full sample and the panel) but higher than those in the base year. Tables 3.3.1-12, 3.3.1-13,and 3.3.1-14 show that, for the most part, the second follow-up design effects for subgroups are also larger than those obtained for similar subgroups in the base year (see Table 3.3.1-2 for comparison). For 11 of the twelve subgroups in the full sample, and for 10 of the twelve subgroups in the panel samples, the second follow-up survey average design effects are larger than those for the base year survey. The exceptions are students from Catholic and other private schools, although the design effect for other private schools remains the highest of all the second follow-up subgroups for the full and panel samples.

As mentioned earlier, the tendency in longitudinal studies is for design effects to lessen over time because of dispersion of the sample members from the original clusters. However, subsampling introduces additional variability into the weights with an attendant loss in sample efficiency. The second follow-up design effects are probably larger than the base year design effects because of the subsampling in the first follow-up. They are most likely smaller than the design effects of the first follow-up because of sample dispersion between the first and second follow-ups. When the NELS:88 second follow-up design effects are compared to those from the HS&B first follow-up of the sophomore cohort a remarkable similarity is found. DEFF is 3.709 for the full sample NELS:88 second follow-up data, and 3.589 for the equivalent HS&B first follow-up data. DEFT is 1.890 for NELS:88 and 1.837 for HS&B.

3.3.4 Design Effects and Approximate Standard Errors

Researchers who do not have access to software for computing accurate estimates of standard errors can use the mean design effects presented in Tables 3.3.1-2 (for base year data) 3.3.1-5 and 3.3.1-6 (for first follow-up data), and 3.3.1-12, 3.3.1-13 and 3.3.1-14 (for second follow-up data) to approximate the standard errors of statistics based on the NELS:88 data. Design-corrected standard errors for a proportion can be estimated from the standard error computed using the formula for the standard error of a proportion based on a simple random sample and the appropriate mean root design effect (DEFT):

$$SE = DEFT \times (p(1-p)/n)^{1/2} \qquad (1)$$

where p is the weighted proportion of respondents giving a particular response, n is the size of the sample, and DEFT is the mean root design effect.

Similarly, the standard error of a mean can be estimated from the weighted variance of the individual scores and the appropriate mean DEFT:

$$SE = DEFT \times (Var/n)^{1/2} \qquad (2)$$

where Var is the sample variance, n is the size of the sample, and DEFT is the mean root design effect.

The design effects tables presented in the preceding section make it clear that the design effects and root design effects vary considerably by subgroup. It is therefore important to use the mean DEFT for the relevant subgroup in calculating approximate standard errors for subgroup statistics.

Standard error estimates may be needed for subgroups that are not tabulated here. One rule of thumb may be useful in such situations: design effects will generally be smaller for groups that are formed by subdividing the subgroups listed in the tables. (This is because smaller subgroups will generally be less affected by clustering than larger subgroups.) Estimates for Hispanic males, for example, will generally have smaller design effects than the corresponding estimates for all Hispanics or all males. For this reason, it will usually be conservative to use the subgroup mean DEFT to approximate standard errors for estimates concerning a portion of the subgroup. This rule applies only when the variable used to subdivide a subgroup crosscuts schools. Sex is one such variable, since most schools include students of both sexes. It will not reduce the average cluster size to form groups that are based on subsets of *schools*.

Standard errors may also be needed for other types of estimates than the simple means and proportions that are the basis for the results presented here. A second rule of thumb can be used to estimate approximate standard errors for comparisons between subgroups. If the subgroups crosscut schools, then the design effect for the difference between the subgroup means will be somewhat smaller than the design effect for the individual means; consequently, the variance of the difference estimate will be less than the sum of the variances of the two subgroup means from which it is derived:

$$Var(b-a) < Var(b) + Var(a) \qquad (3)$$

in which Var(b−a) refers to the variance of the estimated difference between the subgroup means, and Var(a) and Var(b) refer to the variances of the two subgroup means. It follows from equation (3) that Var(a) + Var(b) can be used in place of Var(b−a) with conservative results.

A final rule of thumb is that more complex estimators show smaller design effects than simple estimators.[17] Thus, correlation and regression coefficients tend to have smaller design effects than subgroup comparisons, and subgroup comparisons have smaller design effects than means. This implies that it will be conservative to use the mean root design effects presented here in calculating approximate standard errors for complex statistics, such as multiple regression coefficients. The procedure for calculating such approximate standard errors is the same as with simpler estimates: first, a standard error is calculated using the formula for data from a simple random sample; then, the simple random sample standard error is multiplied by the appropriate mean root design effect.

One analytic strategy for accommodating complex survey designs is to use the mean design effect to adjust for the effective sample size resulting from the design. For example, one could create a new rescaled, design effect-adjusted weight, which is the product of the inverse of the design effect and the rescaled case weight (e.g., $NEWWGT = ((1/DEFF) * (F2QWT_i/(\Sigma F2QWT_i/N)))$ for second follow-up full sample data), and use this new weight to deflate the obtained sample size to take into account the inefficiencies due to a sample design that is a departure from a simple random sample. Using this procedure, statistics calculated by a statistical program such as SPSS will reflect the reduction in sample size in the calculation of standard errors and degrees of freedom. Such techniques capture the effect of the sample design on sample statistics only approximately. However, while not providing a complete accounting of the sample design, this procedure is a decidedly better approach than conducting analysis that assumes the data were collected from a simple random sample. The analyst applying this correction procedure should carefully examine the statistical software he or she is using, and assess whether the program treats weights in such a way as to produce the effect described above.

3.4 Additional Sources of Nonobservational Error

Analysis of survey error is important for understanding the potential bias in making inferences from an obtained sample to a population. Sampling errors occur because the data are collected from a sample rather than a census of the population. Sampling error analyses for NELS:88 (documenting standard errors of measurement and design effects for key variables) were presented earlier in this chapter (see section 3.3). In this section, other sources of nonobservational error are discussed.

Nonobservational error results from measurements not being taken from a portion of the population.[18] Several factors comprise nonobservational error, including nonresponse biases caused by unit and item nonresponse and undercoverage. Nonresponse is readily quantified. While many data quality factors are difficult to measure in the non-experimental context of large-scale survey administration, NELS:88 offers the possibility of comparing reports from multiple sources, thereby permitting some approximate but useful validity parameters. Below, we discuss two kinds of nonobservational error in the NELS:88 second follow-up: undercoverage and nonresponse.

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[17] Kish, L., and Frankel, M. (1974). Inference from complex samples. *Journal of the Royal Statistical Society: Series B* (Methodological), *36*, 2-37.

[18] Groves, R. M., *Survey Errors and Survey Costs*. New York: John Wiley and Sons, 1989, page 11.

3.4.1 Biases Caused by Undercoverage of Special Populations

Undercoverage of Non-English Speakers. There is significant undercoverage in the NELS:88 data of the portion of the language minority population that is more severely limited in English proficiency (LEP) or non-proficient (NEP) in English. This undercoverage is most severe for the base year questionnaire data, and for test results from all waves of NELS:88. Undercoverage bias will affect estimates for LEPs and NEPs, but will also affect certain estimates for racial-ethnic subgroups that have large numbers of LEPs and NEPs when individuals in these groups generally differ in a relevant characteristic from other non-LEP/NEP Asians, Hispanics or others. Although, for example, Hispanics and Asians were selected at a higher than normal rate in the base year, have been disproportionately retained in subsequent follow-ups, and have been added to the cohort as their eligibility status was found to have changed, significant numbers of Asian, Hispanic and other LEPs were excluded from the base year sample.[19]

Specifically, among the total number of eighth-grade students enrolled in the 1,052 fully participating base year schools, 1.9 percent of the potential sample (3,831 of 202,966) were excluded by their schools for reasons of a language barrier to participation. Had no students been excluded for language reasons, the NELS:88 baseline would have included an additional 532 students. All of these students would be classifiable as LEPs or NEPs; 270 of these excluded students were Hispanics, 175 were Asians, and the remaining 87 language-excluded eighth-grade students were of another race/ethnicity (neither Hispanic nor Asian). Some 24,599 students (out of 26,432 sample members) participated in the base year, and of these participants, 642 were classified either by self-report or teacher report as of limited English proficiency. If one counts as LEP all students reported as LEP by either source, then just over half of the LEPs in the potential sample were captured by the base year sample design and contributed data to the base year. (If one uses the more stringent criterion of counting only those so identified by both sources--self-report and teacher--or counts only those identified by teachers, then less than half of the potential LEPs are represented in the base year data.)

Initially in the first follow-up and then in the second follow-up, two measures were adopted to increase coverage of students with limited English language proficiency. First, eligibility rules were modified so that the number of LEPs obtained through sample freshening would be maximized. The modified eligibility rules were applied also to the sample of base year ineligibles in the first follow-up and to the ineligibles in the second follow-up followback study of excluded students. Second, base year and first follow-up ineligibles who had gained sufficient proficiency to complete survey forms in the first and second follow-ups were added to the cohort. Students with a language barrier who were reclassified were administered the student questionnaire in Spanish or English, or the dropout questionnaire (in English or Spanish) if they were school-leavers. Enrollment status data was gathered for those students who were classified as being still unable to complete the NELS:88 survey forms.

LEPs who Entered the Sample through Freshening. Substantial numbers (236 total in the first and second follow-up rounds of freshening) of limited English proficient students entered NELS:88 through the freshening process. LEPs are, of course, disproportionately present in the population of students who fall behind the modal progression through school. While, by the most generous count (that is, self-report or teacher report), only 2.6 percent (or, weighted, 2.3%) of the base year respondents were LEPs, around 17 percent of the freshening sample in first follow-up were classified by their schools as LEPs (176 out of 1,060). Virtually all of the LEP students selected in the freshening process were retained for the first follow-up.[20] Similarly, 69 of the 288 (24 percent) students identified in the second follow-up freshening process were classified by their schools as LEP; 60 (87 percent) of these LEP students were added to the NELS:88 cohort during the second follow-up.[21]

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[19] Of course, elements excluded from the sampling frame are not accounted for by sample weighting so that population estimates from the data file fall appropriately short of full 1987-88 eighth-grade enrollment figures. Nevertheless, such exclusions limit one's ability to describe in an unbiased way special populations of interest, such as all dropouts, all language minority students, and so on. Some examples of this potential for bias may serve to underline the need for caution in the use of the language minority student data.

As noted above, eligibility rules were modified in the first follow-up to reduce the likelihood that LEP students would be excluded in the sample freshening process. With support from the Office of Bilingual Education and Minority Language Affairs (OBEMLA), the student questionnaire was translated into Spanish for both the 1990 and 1992 rounds; because a translation of the cognitive tests was not feasible, students completing the Spanish questionnaire were not pressed to attempt to complete the test component.

LEPs who Entered the Sample through Studies of Excluded Students. The same modified eligibility rules were applied retroactively to a sample of base year language-excluded students in the first and second follow-ups. Language-excluded students whose English proficiency status had changed such that they were able to complete the survey forms were administered the English-language version of the student or dropout questionnaire. Although cognitive test data were not collected for this group in the first follow-up, as many of these students as possible (45, or 34 percent) were tested in the second follow-up in 1992. The 532 students who would have been chosen for the base year except for language barriers to their participation were represented (with appropriate adjustment to their weights) in the first follow-up base year ineligibles study by 204 individuals; of these, 131 were found to be eligible (of which 118 participated) and were included in the NELS:88 cohort in the second follow-up. The eligibility of the remaining 73 language-excluded students was reassessed in the second follow-up followback study of excluded students (FSES); of these 73, 22 were found to be eligible and 19 (86.4 percent) participated.[22]

LEP students added to the cohort through the freshening process appear on this data file. First follow-up data for base year language ineligibles who have become eligible did not appear on the initial 1991 public release file, but have been integrated into the first follow-up files and will appear in subsequent combined releases of NELS:88 data (1994 electronic codebook release). Since it was not necessary to exclude any freshened students for language reasons in the first follow-up and only one student was excluded in the second follow-up, and because cases representing about 74 percent of the base year language exclusions became eligible in either the first or second follow-up, the net effect of these additions to the data is to substantially reduce undercoverage of current and former limited English-proficient students. However, bias is at best but modestly reduced for the cognitive test data because some of the freshened LEP students and second follow-up FSES eligibles did not complete the cognitive tests, and none of the first follow-up reclassified base year excluded students completed the test battery. Data users should take these potential biases into account in their analyses.

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[20] Three had to be excluded because they had physical or mental disabilities that precluded their participation, and eleven were temporarily ineligible (out of scope for the first follow-up because though in the country at the time of freshening, they were outside the country at the time of data collection). The other 158 entered the first follow-up sample.

[21] Of the remaining 9 LEPs identified for freshening in the second follow-up, 5 were out of the country at the time of data collection, 3 had mental or physical disabilities that precluded their participation, and one spoke a language other than Spanish and could not complete survey instruments in English.

[22] Of these 73 excluded students, 40 were screened and determined to be ineligible, 21 had moved out of the country, and 12 remained unscreened.

Undercoverage of Students with Disabilities. There is significant undercoverage in the NELS:88 data of that portion of the special education population that is most severely mentally or physically disabled. Undercoverage bias may also affect certain estimates for racial or gender subgroups that have large numbers of students in the excluded category. (Our data show, for example, that blacks and males are disproportionately represented in the class of students excluded owing to mental disability). Coverage of this population was improved in the first follow-up by the fact that in the base year ineligibles study, nine of the 23 students excluded because of physical barriers to participation, and 140 of the 322 students who had been excluded because of mental barriers to participation, were reclassified as eligible. Similarly, 49 of the previously ineligible sample members were found to be eligible in the second follow-up followback study of excluded students; of these 49 excluded students, 44 had been previously excluded due to mental disability and 5 for physical limitations. However, it is our sense that very few of these students actually "changed" substantially between rounds; rather, most reclassifications reflected the process of taking a second look at students at the margin between eligible and ineligible, and aggressively pursuing status information from their special education teachers, information that would permit a more accurate assessment to be made of their ability to complete at least the student questionnaire. Overwhelmingly, the reclassified students would appear to be those with learning disabilities or emotional disturbances, rather than the mentally retarded. Hence students with severe or profound impairments are not represented in the NELS:88 data.

Estimates based on the members of the ineligibles sample are also subject to limitations. By and large, the NELS:88 samples of eligible and ineligible language-excluded students, when combined, provide excellent population coverage. However, for the severely physically and mentally disabled populations, there are two potential sources of exclusion in addition to school-level classification as ineligible. These further sources of undercoverage are 1) exclusion of schools (special purpose schools for students with disabilities were excluded from the base year sampling frame), and 2) the exclusion of ungraded classrooms in what was by definition a sample of eighth graders.

Test Score Undercoverage of Dropouts. Data users are reminded that no special nonresponse adjusted weight was created for cases with a completed questionnaire but without a cognitive test. As in the base year, cognitive test completion rates were sufficiently high that such a weight was not needed. Rates of test completion among in-school sample members were 96.5 percent in the base year and 94.1 percent in the first follow-up, with a decrease to 76.6 percent in the second follow-up.

However, the high overall rate of test completion for students does not apply to dropouts. While 91 percent of identified dropouts provided questionnaire data in the first follow-up, cognitive tests were completed by only half of the sample members who completed a full or abbreviated dropout questionnaire.[23] In the second follow-up, 88 percent of the dropouts provided questionnaire data but only 42 percent completed a cognitive test. This low rate of test completion is attributable to the high percentage of questionnaires that were administered by telephone, as well as to the strategy of obtaining questionnaire data only rather than accepting a refusal from a dropout or alternative completer unwilling to take the cognitive test. Of course, base year test score data are available for most of the individuals for whom first and/or second follow-up test results were not obtained. **It would be inadvisable to, for example, draw conclusions about test score gains between 1988 and 1990 or between 1990 and 1992 for dropouts as a separate group, given the amount of 1990 and 1992 test data that are missing.**

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[23] According to the first follow-up design, dropouts administered the abbreviated or modified dropout questionnaires (28% of the dropout sample) were not asked to complete the cognitive test battery; for these sample members only the standard classification variables and a number of key items that differentiate the in-school and out-of-school populations are available for analysis.

3.4.2 Unit and Item Nonresponse

Unit Nonresponse. Unit nonresponse occurs when an individual respondent (such as a student, school administrator, or teacher) declines to participate, or when the cooperation of a school cannot be secured. In the base year, an analysis of school-level nonresponse suggested that, to the extent that schools can be characterized by size, control, organizational structure, student composition, and other characteristics, the impact of nonresponding schools on the quality of the student sample is small (for details, see the *Base Year Sample Design Report*). School nonresponse has not been assessed in the first or second follow-ups for two reasons. First, there was practically no school-level nonresponse; institutional cooperation levels approached 99 percent in both rounds. Second, the first and second follow-up samples were student-driven, unlike the two-stage initial sample design in the base year. Hence, even if a school refused in either the first or second follow-ups, the individual student was pursued outside of school.

The effect of student-level nonresponse within the responding schools was not assessed in the base year, although males, blacks, and Hispanics tended to be nonparticipants more often than females, whites or Asians. Note that NELS:88 weights adjust for unit nonresponse.

Item Nonresponse. As noted above, sampling and coverage errors are two key components of total survey error. Sampling error is quantified through the standard errors and design effects for key variables. There are other sources and types of nonobservational error, including estimate error or bias associated with unit (individual) nonresponse and item nonresponse. In addition to its role as a potential source of bias, item nonresponse also has the effect of diminishing the number of observations that can be used in calculating statistics from affected data elements and thus increases sampling variances. Since item nonresponse is an important potential and uncorrected source of data bias, it is necessary to measure its impact so that analysts can properly take potential response biases into account when developing their analysis plans. NCES's standard asserts that total weighted nonresponse for an item (unit nonresponse multiplied by item nonresponse) should not exceed 30 percent; items that exceed that standard have been noted in the codebook. This section reports specifically on nonsampling measurement error as a function of item nonresponse.

Item nonresponse occurs when a respondent fails to complete certain items on the survey instrument. While bias associated with unit nonresponse has been controlled by making adjustments to case weights, item nonresponse has generally not been compensated for in the NELS:88 student component data set. There are three exceptions to this generalization.

The first exception is machine editing, through which certain nonresponse problems are rectified for some items by imposing inter-item consistency, particularly by forcing logical agreement between filter and dependent questions. For example, the missing response to a filter question can often be inferred if dependent questions have been answered. Because the edited files were used in the nonresponse analysis reported below, this adjustment to item nonresponse is reflected in the results of the analysis.

The second exception is that some key classification variables have been constructed in part from additional sources of information when questionnaire data are missing. Data from school records (for example, student sex or race/ethnicity as given on the sampling roster) or other respondent sources (for example, the parent questionnaire) have been used to replace missing data. See section 7.2.3 for further information on constructed classification variables. Because composite variables were not included in the nonresponse analysis, this adjustment of missing data is *not* reflected in the statistics reported below.

The third exception is the language series filter question. Base year and first follow-up data were imported into the second follow-up files in order to resolve missing cases; in particular, to identify respondents who should have legitimately skipped the dependent items in the language series. This adjustment to nonresponse is reflected in the item statistics reported below.

A further point to note is that there may be some hidden nonresponse in the NELS:88 base year and first follow-up questionnaire data that is impossible to quantify. This is the case because many questions use a "mark all that apply" format. While such a format results in slightly less burden to the respondent, it also makes it impossible to distinguish between a negative response and nonresponse. This conflation of negative response and nonresponse creates the potential for nonresponse biases that cannot be measured and thus cannot become the basis for precise warnings to users about the limitations of data. In the second follow-up most "mark all that apply" formats were changed to an explicit "yes" or "no" response for each subitem. This change in format did not entirely eliminate the nonresponse problem; the data show that for long lists of subitems, respondents seem to mark only one type of response ("yes" for those subitems that apply). To minimize item nonresponse for these questions, response patterns were analyzed and inferences made about missing responses.

A final point is that unit nonresponse is a further source of missing item data--nonparticipating students complete no questionnaire items. Weights accommodate student nonresponse by projecting questionnaire data to the full population, with appropriate adjustments for defined subgroups. However, nonresponse-adjusted weights cannot compensate for the bias that arises if nonrespondents and respondents would have answered the questionnaire differently. Hence "total response" should be thought of as the survey (unit) response rate times the item response rate. (For example, given a cross-sectional weighted student response rate of 91 percent, and an item response rate of 88 percent, total response would be 80 percent.)

Two main objectives guide the following item nonresponse analysis. One objective is to quantify mean student questionnaire nonresponse overall as well as nonresponse for the entire in-school sample on key variables that appeared on the student questionnaire. A second objective is to describe nonresponse patterns in terms of item characteristics. In order to realize the first objective, average nonresponse rates were calculated for each item. To fulfill the second objective, nonresponse was measured as a function of three item characteristics: 1) position in the questionnaire; 2) topic; and 3) whether the item was contingent on a filter.

Population and Data File Definitions.

Definition 1: "Item"

For purposes of this analysis, "item" refers to each data element or variable. For a question composed of multiple subparts, each subpart eliciting a distinct response is counted as an item for item nonresponse purposes. (Thus, a single question that poses three subquestions is treated as three variables.)

Definition 2: "Response Rate"

NCES standards stipulate that item response rates (Ri) "are to be calculated as the number of respondents for whom an in-scope response was obtained (i.e., the response conformed to acceptable categories or ranges), divided by the number of completed interviews for which the question (or questions if a composite variable) was intended to be asked.":

$$Ri = \frac{\text{weighted \# of respondents with in-scope responses}}{\text{weighted \# of completed interviews for which question was intended to be asked}}$$

In-scope responses were considered to be valid answers (including a "don't know" response when this was a legitimate response option). Out-of-scope responses were multiple responses to items requiring only a single response, refusals, and missing responses.

Definition 3: "Analysis Populations"

Item nonresponse analysis population--student questionnaire. All students who completed any form of the questionnaire, regardless of whether they completed the test.

Definition 4: "Student and Dropout Questionnaire Data File"

The public use data file with machine-edited, weighted data was used as the basis for the analysis. Nonresponse rates of composite and other constructed variables and test data were not examined in this analysis.

Definition 5: "Nonresponse"

For the student and dropout questionnaires several numerical reserved codes were used to categorize nonresponse. The reserved codes and definitions appear below. The first three--reserved codes 6, 7 and 8--define out-of-scope or illegitimate nonresponse, and were used as the basis for this nonresponse analysis.

6 = Multiple Response. For an item that required one response only, the respondent marked more than one response, and the multiple response could not be resolved.

7 = Refused Critical Item. Respondent was unwilling to answer the question at the time of the questionnaire administration and upon nonresponse follow-up by survey administrators.

8 = Missing. The response datum is illegitimately missing. That is, a datum that should be present for this respondent is missing. Data elements not appearing on the abbreviated or modified student or dropout questionnaires were considered as illegitimately missing.

9 = Legitimate Skip. The response datum is legitimately missing. That is, owing either to responses to preceding filter questions or to other respondent characteristics, data for this item should not be present for this respondent. Responses under reserved code 9 were not included in the nonresponse analysis.

DK = Don't Know. "Don't Know" is often used as a nonresponse code. In the NELS:88 data set, "Don't Know" is embedded as a legitimate response category in some of the questionnaire items. For purposes of this analysis, "Don't Know" was not classified as a nonresponse.

Item-Level Nonresponse. Table 3.4.2-1 shows descriptive statistics for item nonresponse for the student questionnaire overall and for items grouped into categories depending upon their position in the questionnaire, the topic they addressed, and whether they were part of a skip or filter pattern.

The mean item nonresponse rate for the NELS:88 second follow-up student questionnaire is 12.1 percent, compared to 4.7 percent on the base year instrument and 7.0 percent in the first follow-up.

A special factor influencing item nonresponse rates in the first and second follow-up was the administration of different versions of the student questionnaire. The two versions of the questionnaires differed in the number of questions being asked of respondents. For purposes of item response analyses, questions not appearing on the abbreviated or modified student questionnaire were treated as if they were intended to be asked of all participating sample members. This was done so that the total impact on estimation of missing information--whether the information was missing by design, or by respondent omission or error--could be assessed. Hence, completed abbreviated or modified interviews were included in the denominator of the item response formula used in this analysis. Out of the 17,192 student questionnaire respondents, only 1,489 or 8.7 percent completed either a modified or abbreviated questionnaire; most of these completed an instrument modified for telephone administration. Appendix L contains a complete list of the items excluded from the versions of the student questionnaire used for telephone administration and refusal conversion.

Item-Level Nonresponse by Item Placement and Characteristic

Item Nonresponse by Position in Questionnaire. The pattern of item nonresponse by position in the questionnaire is similar to that experienced in the NELS:88 base year and first follow-up. Average item nonresponse in the first third of the instrument is 8.2 percent (base year, 3.5 percent; first follow-up, 4.3 percent). For the middle questions, average item nonresponse rises to 10.5 percent (base year, 3 percent; first follow-up, 8.5 percent), with a sharper rise in mean item nonresponse in the last third of the questionnaire (17.7 percent, as compared to 7.5 percent in the base year and 8.2 percent in the first follow-up). Because there are many high nonresponse outliers in the middle third of the first follow-up student questionnaire, comparisons of the middle and last third of that questionnaire mask the effect on the data of the progressive increase in nonresponse as one approaches the end of the survey administration session and poorer readers and less motivated respondents face difficulties in completing the instrument. In the second follow-up, time available for questionnaire completion for some respondents was further compressed due to the obligations of older students (for example, work study arrangements, mid-morning transfer to another campus for vocational education classes, and class tests that seniors did not wish to miss). Although the second follow-up student questionnaire was no doubt somewhat too long for some respondents to complete (the number of items rose from a total of 475 in the first follow-up to 564 in the second follow-up), nonresponse in the final third of the instrument is comparable to that in HS&B. Even in the last section of the questionnaire applicable to all respondents (the final section covered language use, which most respondents could legitimately skip out of after response to one item asking for native language), total response--item response of about 88 percent and unit response of about 91 percent--yields an 80 percent total response rate, well within the range specified in NCES statistical standards.

Table 3.4.2-1
Percent nonresponse on the student questionnaire by various item characteristics

Domain	Average	Standard Deviation	Minimum	Maximum	Number of Items
Overall	12.07	11.28	.00	71.32	564
Position					
First Third	8.20	7.29	.60	29.31	189
Second Third	10.52	7.53	.00	38.85	193
Last Third	17.73	15.17	.00	71.32	182
Topic (in order of appearance in the questionnaire)					
School Experiences	8.19	6.58	.60	29.31	236
Future Plans	11.18	8.85	.00	38.85	133
Opinions, Attitudes	5.24	10.35	1.66	42.40	83
Money and Work	10.96	3.86	1.38	19.21	17
Family	11.12	7.15	.00	29.06	52
Language Use	31.56	21.05	.74	71.32	43
Filtered					
No	7.24	5.04	.00	20.71	277
Yes	16.73	13.48	.00	71.32	287

Item Nonresponse by Topic. The NELS:88 questionnaires have been organized topically in each wave; each section represented a different theme. Table 3.4.2-2 lists the topical sections in the second follow-up instrument in the order in which they appeared in the questionnaire. Nonresponse rates for the second follow-up, compared with those from the base year and first follow-up, are depicted side by side, with topics listed in the order of their appearance in the second follow-up questionnaire. For purposes of comparison, the relative locations of the thematic section in the base year and first follow-up instruments are also indicated.

Given its position in a questionnaire that is nearly twice as long as the base year student questionnaire and more than a hundred questions longer than the first follow-up instrument, it is not surprising that items in the language use section have far higher nonresponse rates than in the first follow-up or the base year. Since most respondents skipped out of this question series, data were collected from only a small subset of the student population. Nevertheless, the respondent population for this series is particularly of interest for policy reasons and the apparent increase from the modest 5 percent nonresponse in the base year is dramatic.

Table 3.4.2-2
Percent item nonresponse by topical area[a]

Topic	F2 Non-Response	F1 Non-Response (Position)	BY Non-Response (Position)
(2) School Experiences	8.19	4.5 (1)	6.9 (7)
(3) Future Plans	11.18	3.9 (2)	2.5 (5)
(4) Opinions, Attitudes	5.24	6.7 (4)	1.6 (4)
(5) Money and Work	10.96	10.9 (6)	0.9 (6)
(6) Family	11.12	8.9 (7)	3.4 (3)
(7) Language Use[b]	31.56	34.2 (3)	5.0 (2)

[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are on page 26 of section 3.1.2, under the subheading "Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples."

[b] Questionnaire sections on Address Information (section 1) and Background have not been included in this analysis.

Three related factors contribute to high item nonresponse in the language section. First, illegitimate skips at the filter carry missing data forward into dependent items. (The relevant file-building convention--operative in NLS-72, HS&B and the NELS:88 base year as well--is that items missing on a filter are also coded as missing on the dependent series.) Second, progressive subsetting of the relevant population (the filter is followed by two further filters) increases the proportion of missings even while their absolute number remains relatively stable. At the same time, the ambiguous nature of the missings renders the extent of true nonresponse for any given data element impossible to ascertain. The third factor is the generally poor language skills of the targeted population. The operation of these factors may be illustrated by reference to the data.

The first question in the language section--F2S107, which asks what the respondent's native language (language first spoken) was--is a crucial filter. Because of its critical nature and the nonresponse problem experienced in the first follow-up, this item was designated as critical in the second follow-up; however, this did not ameliorate the problem as had been hoped. Those answering "English" were skipped to the request for written permission to collect a high school transcript--that is, skipped out of the language section entirely. Those answering with a language other than English are given no instructions, though it is implicit that they should go to question 108, rather than skipping to the transcript request. In the original data (prior to cross-wave editing in which base year and first follow-up responses were drawn upon to "clean" many of the second follow-up missings on F2S107), students failed to respond at the filter question. These missings, carried into the dependent series, increased nonresponse substantially. As further filters reduce the relevant population to smaller subsets, the missings are carried to subsequent filter and dependent questions, where they loom as an ever larger proportion of the total. For example, by the time we reach the subsequent filter at F2S110A, the unambiguously specified population for defining the subset is 2,194 cases, while the number of ambiguous missings is only 434.

This creates a very high and partly spurious nonresponse rate in the dependent items to F2S110A (F2S110B and F2S110C). Similar problems were experienced in other sections of the questionnaire, notably in series that asked about military service and about respondent's child or children.

Item Nonresponse by Dependence on a Filter Question. As is clear from the discussion of problems in the language section above, skip patterns contributed significantly to second follow-up item nonresponse. As noted in Table 3.4.2-1, questions that were not dependent on previous filter questions had a nonresponse rate of 7.2 percent, while those that were dependent had a rate of 16.7 percent. In the base year, the nonresponse rate for filtered questions was 5.8 percent, and 4.5 percent for unfiltered; in the first follow-up, the nonresponse rate was 12.7 percent for filtered questions and 5.6 percent for unfiltered after invoking base year data for cross-wave editing (nonresponse for filtered items was 14.45 percent prior to such cleaning). Even though eighth graders as a group are generally thought to be less able to deal with skips than high school students, they apparently had far less difficulty with routing instructions than students (largely, the same students) in the first and second follow-ups. HS&B base year and sophomore cohort first follow-up skip pattern item nonresponse reflects much lower rates than NELS:88 first and second follow-ups, perhaps because they used far fewer filter questions. The pattern for the NELS:88 second follow-up is similar to the NLS-72 base year, which likewise used many filter items.

Several factors contributed to the substantial increase in the level of item nonresponse in the NELS:88 first and second follow-ups over levels of filtered item nonresponse registered in the base year. First, on the basis of field test results, the most difficult filter series was made a critical item (subject to retrieval) in the base year and thus had the benefit of interviewer critical item edits. Second, formats were less crowded and routing arrows were employed to help students follow skips, when the "skip to" item appeared on the same page as the filter (the predominate case--by design--in the base year). Third, no abbreviated or modified questionnaires were employed in the base year data collection.

In contrast, the NELS:88 first and second follow-ups did not use the HS&B approach of minimizing the number of filter questions and making virtually all filter items critical, and therefore subject to field edit and retrieval. Nor was the base year strategy of using a combination of critical item status and, where the routing could be contained within a single visual format such as a page or facing pages, the use of routing arrows employed. There were eight major skips in the first follow-up questionnaire, and 25 in the second follow-up student questionnaire. Of these second follow-up skips, only seven were designated as critical items. In addition, the first follow-up questionnaires did not consistently give "go to" instructions for students who were not to follow the skip. This omission abetted respondent error in items such as F1S13, F1S54, F1S58, F1S84, and F1S95. These differences in questionnaire design account for much of the dramatically higher rate of missings associated with filter-dependent items in NELS:88 first follow-up as contrasted to HS&B and NELS:88 base year; "go to" instructions were consistently included in the second follow-up instruments. However, just over one percent of first follow-up respondents and 10.8 percent of second follow-up respondents were administered abbreviated or modified instruments, resulting in some items being skipped by design. While first follow-up nonresponse resulting from the use of abbreviated versions of these questionnaires had a minor effect on response rates overall, the impact was proportionally more for filtered subsets of the population. The impact of abbreviated questionnaires in the second follow-up was of somewhat greater magnitude and was more evenly distributed among subpopulations.

Student Survey Item-Level Nonresponse by Critical Items. Since a complete edit with data retrieval for *all* missing items would be prohibitively expensive for most surveys, the conventional strategy is to identify a subset of "key" or "critical" items for each survey instrument which, if not answered, triggers an attempt to recontact the respondents to obtain the missing data.

The average second follow-up nonresponse rate for the 69 critical student items is 3.3 percent (unweighted, 2.9 percent), compared with an average of 2.7 percent on 42 critical items (if one outlier that performed uniquely--BYS31B--is excluded) and 2.6 percent on 50 critical items in the first follow-up. As a further point of comparison, the HS&B sophomore cohort first follow-up questionnaire in 1982 had approximately 40 critical data points with 3.7 as the mean percentage of missing data.

Weighted nonresponse on key items ranged from zero percent to nearly 13 percent. The item nonresponse rates for each of the critical items in the student questionnaire are shown in Table 3.4.2-3. Note that the table provides both weighted and unweighted item nonresponse rates for the critical items, as both are useful. From a methodological perspective, the quality of given items can best be assessed with raw data, since nonresponse adjustments generalize data to nonrespondents as well as respondents. And, since Asians and Hispanics were oversampled, and typically carry smaller weights, while transfer students carry very high weights, interactions with subgroup responding characteristics can introduce distortions. On the other hand, from an analytic point of view, the weighted data provide a more meaningful item response rate, since the analyst is interested in population estimates and the extent of item nonresponse with application of the final weights has been taken into account.

Overall, the second follow-up had a high rate of unit (student) response. Cross-sectionally, around 93 percent of students and 88 percent of dropouts participated overall, while 96 percent of the in-school portion of the longitudinal cohort of eighth graders participated. These rates match the achieved 93 percent base year completion rate and the 94 percent student completion rate (91 percent for dropouts) in the first follow-up. Weighted response rates were 91 percent for students cross-sectionally in 1990 and 93 percent for the panel (1988 participants who also participated in 1990 as students).[24] The weighted completion rate for dropouts was 91 percent. While markedly higher than the base year and first follow-up, a reasonable rate of item nonresponse (the overall nonresponse rate based on weighted data is 12.1 percent) was achieved. For a number of format and other questionnaire design reasons, filter questions appeared to work less efficiently in the first and second follow-ups than in the base year, and contributed to the higher item nonresponse--to both genuine nonresponse and to an undeterminable amount of artifactual nonresponse. The average nonresponse rate for critical items in the student questionnaire is around 3.3 percent. In terms of questionnaire length, while nonresponse is noticeably high in the last section of the questionnaire, it is attributable to both a long instrument and to the "nested" skips within the section, which causes very high item nonresponse within the subitems of the nested pattern and drives the average item nonresponse in the section above the NCES standard. Total nonresponse based on weighted data is around 20 percent (with unit nonresponse at 9 percent and mean item nonresponse for responding units at 12 percent).

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[24] While weighted response rates are slightly higher than raw response rates in the base year and for first follow-up dropouts, the weighted response rate is lower than the raw completion rate for the first and second follow-up student questionnaires. This largely reflects the effects of subsampling in the first follow-up, with lower completion rates for groups with higher weights (for example, a 20% subsample was taken of the transfer students, and transfers participated at a substantially lower rate than other students).

Table 3.4.2-3
Nonresponse for critical items in the student questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2S6A	0.60	0.41
F2S11A	1.19	0.94
F2S12A	1.17	0.98
F2S25A1	3.59	3.25
F2S25A2	3.92	3.47
F2S25B1	3.20	3.06
F2S25B2	3.74	3.37
F2S25C1	4.57	4.24
F2S25C2	5.26	4.50
F2S25D1	4.14	3.83
F2S25D2	4.72	4.09
F2S25E1	3.71	3.33
F2S25E2	4.14	3.62
F2S25F1	4.18	3.78
F2S25F2	4.08	3.42
F2S40A	1.10	0.91
F2S40B	1.14	0.92
F2S40C	1.14	0.95
F2S40D	1.14	0.95
F2S40E	1.19	0.99
F2S40F	1.23	1.05
F2S40G	1.24	1.06
F2S40H	1.26	1.05
F2S40I	1.30	1.10
F2S40J	1.37	1.17
F2S40K	1.34	1.09
F2S40L	1.43	1.13
F2S40M	1.35	1.11
F2S40N	1.26	1.02
F2S40O	1.23	0.99
F2S44A	2.95	2.69
F2S44B	2.88	2.65
F2S44C	3.26	3.05
F2S44D	4.00	4.00
F2S44E	3.36	3.08
F2S44F	4.62	4.32
F2S60A	1.42	1.27
F2S64A	6.88	6.31

Note: For a list of the actual questions, refer to Appendix L.

Table 3.4.2-3 (cont.)
Nonresponse for critical items in the student questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2S64B	6.00	5.56
F2S76	1.66	1.40
F2S86A	1.38	1.08
F2S86BMO	7.38	6.74
F2S86BYR	8.46	7.47
F2S95	5.63	4.87
F2S96A	2.75	2.34
F2S96B	2.82	2.42
F2S96C	3.02	2.60
F2S96D	2.96	2.58
F2S96E	3.14	2.73
F2S96F	3.03	2.65
F2S96G	3.01	2.59
F2S96H	3.02	2.62
F2S96I	2.96	2.55
F2S96J	2.95	2.55
F2S96K	2.99	2.58
F2S96L	3.01	2.62
F2S96M	3.50	3.12
F2S96N	3.03	2.67
F2S96O	3.18	2.74
F2S96P	3.01	2.65
F2S96Q	2.98	2.60
F2S107	0.74	0.66
F2S108A	8.29	6.67
F2S108B	8.80	7.12
F2S108C	8.95	7.21
F2S108D	8.58	6.80
F2S108E	13.00	8.90

Note: For a list of the actual questions, refer to Appendix L.

3.4.3 Observational Error: The Quality of Responses

Observational errors, deviations of the answers of respondents from their true values, stem from a complex set of factors, including the respondent's knowledge and motivation in interaction with the instrument, the adequacy of the instrument, and its mode of administration.[25] As Fetters, Stowe and Owings (1984, p. vii) note, "the quality of student questionnaire data depends on both the nature of the questions asked and the characteristics of the student who provides the answer."[26] This observation, though drawn from the analysis of questionnaire results, is equally applicable to cognitive test data.

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[25] R. Groves, 1989, *Survey Errors and Survey Costs*, page 11.

Cognitive Test Battery Reliabilities. Results of psychometric analyses of the second follow-up cognitive test battery--including score means and standard deviations, reliabilities (coefficient alpha), and standard errors of measurement--will be presented in the *NELS:88 Second Follow-Up Psychometric Report*. For details on base year test differential item functioning, item statistics and other characteristics of the base year test data, see the *Psychometric Report for the NELS:88 Base Year Test Battery*.[27] Also, the results of psychometric analyses of the first follow-up test battery are reported in the *NELS:88 First Follow-Up Final Technical Report*.[28]

Base Year Quality of Student Responses. Kaufman, Rasinski, Lee, and West assessed the reliability and validity of NELS:88 base year student data.[29] Their report examined the correspondence between parent and student responses to similar items, the consistency among student responses to related items, and the internal consistency reliability of scalable survey responses. Their general conclusions were that NELS:88 data exhibited a high degree of consistency and accuracy. Users of the base year data files may wish to consult the full report for further information on the quality of particular data elements, scales and constructs. When using models that incorporate a provision for measurement error, analysts may wish to consider using the reported validity coefficients as adjustment factors. Spencer, Frankel, Ingels, Rasinski, and Tourangeau analyzed high nonresponse items in the base year student questionnaire in order to determine the relationship between item nonresponse and student characteristics.[30] They found that item nonresponse was higher among males than females, and among blacks and Hispanics than among whites and Asians. Summary data on quality of base year student responses are provided in Appendix P.

Quality of Responses to the First and Second Follow-Up Student Questionnaires. At this time, extensive data quality analyses have not been conducted for the first or second follow-ups. However, quality of response analyses were conducted for the HS&B tenth- and twelfth-grade data of 1980 by Fetters, Stowe and Owings. Given that HS&B in 1980 was a similar survey conducted under comparable conditions and with comparable populations, some of the broader conclusions drawn from the HS&B analyses are likely to apply to the data in NELS:88.

The HS&B analyses examined student questionnaire data validity, using the parent questionnaire data and high school transcripts as the standard. Reliability coefficients were estimated from twin data.

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[26] Fetters, W.B., Stowe, P.S., and Owings, J.A. 1984. *High School and Beyond: Quality of Responses of High School Students to Questionnaire Items*. Washington, D.C.: U.S. Department of Education, NCES.

[27] Rock, D.A., and Pollack, J.M.; Washington D.C.: NCES, 1991.

[28] Ingels S. J., Scott L.A., Rock D., Pollack J., Rasinski K.; Washington D.C.: NCES, 1994.

[29] Kaufman, P., Rasinski, K., Lee, R. and West, J. 1991. *Quality of the Responses of Eighth-Grade Students in NELS:88*. Washington, DC, U.S. Department of Education, NCES 91-487.

[30] Spencer, B., Frankel, M., Ingels, S., Rasinski, K., and Tourangeau, R. 1990. *NELS:88 Base Year Sample Design Report*. Washington, DC, U.S. Department of Education, NCES 90-463.

Fetters, Stowe and Owings found a number of student characteristics to be associated with differences in data reliability and validity. High school seniors provided better quality data than did sophomores, and female students provided slightly better information than did males. White students provided better quality data than did Hispanic or black students, and students with high cognitive test scores provided better data than did students with low scores on the HS&B tests. In general, Fetters, Stowe and Owings found that contemporaneous and factually-oriented items were more reliable and valid than subjective and retrospective items.

IV. Data Collection

This chapter describes the data collection procedures for student and dropout surveys in the NELS:88 base year, first follow-up, and second follow-up. Data collection procedures for all sources of contextual data (e.g., parent, teacher, and school administrator) from all three study waves are briefly summarized in Appendix A of this manual and are detailed in the respective user's manuals for these components.

4.1. Base Year Data Collection

The base year survey collected data from students, parents, teachers, and school administrators. Pre-data collection activities included securing endorsements from educational organizations as well as securing cooperation from state education agencies, school districts, and individual schools. Self-administered questionnaires and cognitive tests were the principal mode of data collection. Data collection primarily took place during in-school survey sessions conducted by an NORC field interviewer. The number of completed instruments and completion rates based on sample eligibility for the students are summarized in Table 4.1 [1].

Table 4.1-1
Summary of NELS:88 base year completion rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	24,599	93.41%	93.05%
Student tests	23,701	96.53%[a]	96.35%[a]
Parent questionnaires	22,651	93.70%	92.08%
Teacher ratings of students	23,188	95.91%[b]	94.26%[b]
School questionnaire	1,035	98.92%	98.38%

[a] Percentages of cases for which a student questionnaire was obtained for which a cognitive test was also obtained.
[b] Percentage of student respondents for whom at least one teacher rating was completed.

4.1.1 Base Year Pre-Data Collection Activities

Before the data collection effort could begin, it was first necessary to secure from the administrator of each sampled school a commitment to participate in the study. Several levels of cooperation were sought before school administrators were approached.

For public schools, the first level involved seeking approval for the project from the Education Information Advisory Council (EIAC) of the Council for Chief State School Officers. The second level involved contacting the Chief State School Officer (usually the state Superintendent of Schools) of each state to explain the objectives of the study, the data collection procedures, and the protection of individual and institutional confidentiality. Once approval was obtained at the state level, contact was made with district superintendents and, upon receipt of district approval, contact was made with the school principals.

For private schools, the National Catholic Educational Association (NCEA) and the National Association of Independent Schools (NAIS) were contacted in order to inform them of the study and to solicit their endorsements. After this step, private school principals were directly contacted.

Within each cooperating school, principals were asked to designate a school coordinator who would serve as a liaison between NORC staff and selected respondents--the school administrator, students, teachers, and parents. The school coordinator was often a guidance counselor or senior teacher, although in some cases was the principal or assistant principal. The school coordinator handled all requests for data and materials as well as all logistical arrangements for data collection on the school premises. Included among these responsibilities was annotating the list of sampled students to identify students whose physical or learning disabilities or linguistic deficiencies would preclude participation in the survey. Coordinators were asked to classify all eligible students as Hispanic, Asian-Pacific Islander, or "other," and to distribute parental permission forms to sampled students.

4.1.2 Base Year Cohort Data Collection Activities

Student questionnaires and tests were administered in group sessions to an average of twenty-three students in each of the schools in the core and state augmentation samples. Telephone interviews were conducted for a small number of students who were unable to participate in the group-administered sessions.

Base year student data were collected from students in the core and state augmentation sample schools between February and June 1988.[1] Within each school, selected eighth graders were gathered for an in-school data collection session. Survey administration was usually conducted in a school classroom or library and consisted of several steps. Students first completed the student questionnaire, followed by an 85 minute battery of cognitive tests. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/government). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom.[2] At the end of the session, arrangements were made to conduct make-up sessions for students who were scheduled but unable to attend the initial survey session.

4.1.3 Base Year Data Collection Results

For a detailed discussion of base year data collection results, consult section 4.4 of the *Base Year: Student Component Data File User's Manual.*

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[1] Student sample selection procedures are discussed in the *NELS:88 Base Year Sample Design Report.* Spencer, Frankel, Ingels, Rasinski, and Tourangeau, NCES 1990.

[2] At data collection sessions, interviewers reviewed the questionnaires to ensure that all critical items were completed. An oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify a vague response.

4.2 First Follow-Up Data Collection

The first follow-up survey collected a second wave of questionnaire and cognitive test data from the eighth-grade cohort of 1988, the majority of whom were enrolled in the tenth grade at the time of data collection. In addition, a first wave of data was collected from freshened students, and a first wave of dropout information was collected from those students who dropped out of school since the base year.

Contextual data were also collected. A questionnaire was administered to two teachers for each sampled student, as well as a separate questionnaire to the school administrator of each sampled school. Self-administered questionnaires remained the principal mode of data collection for all respondent populations.

Although the data collection procedures employed in the first follow-up were modeled after those of the base year, the design of the study necessitated four activities that had not been performed previously. First, in order to select the now dispersed first follow-up sample, an extensive locating effort was undertaken. Second, the base year sample was freshened to generate a representative sample of the tenth-grade class of 1990. Third, off-campus survey sessions, similar to those used in High School and Beyond, were scheduled to administer the student or dropout questionnaire to sample members who were not enrolled in a first follow-up school at the time of data collection. And fourth, to obtain a more precise estimate of the rate of dropping out for the eighth-grade cohort of 1988, a subsample of first follow-up nonrespondents and base year ineligible students was further pursued.

The first follow-up survey was executed in four phases which spanned two years. Pre-data collection took place during phases 1 and 2, while data collection took place during phases 3 and 4 as follows:

Phase 1. Conducted from January to June of 1989, Phase 1 of the first follow-up survey encompassed the pre-data collection activities of tracing sample members to their 1990 school of attendance and securing state, district, and school permission to conduct the study.

Phase 2. From September to December 1989, all first follow-up schools were contacted again in the fall of 1989, primarily to re-verify student enrollment, freshen the core and state augmentation student samples, and schedule in-school data collection sessions.

Phase 3. Phase 3 comprised the main data collection period, from January through July 1990. Sample members completed either a student or dropout questionnaire, as well as a cognitive test battery. Data collection took place at either an in-school or off-campus group survey session.

Phase 4. After the main data collection period in phase 3, a second data collection effort was undertaken from January through June 1991. An attempt was made to administer a questionnaire to the population of sample members who missed data collection at the school or who were no longer enrolled in their phase 3 school and remained temporarily unlocatable.

The number of completed instruments and completion rates based on sample eligibility for the sample members are summarized in Table 4.2-1. While the first follow-up activities are summarized below, further information can be found in both the *First Follow-Up: Student Component Data File User's Manual* and the *First Follow-Up: Dropout Component Data File User's Manual*.

Table 4.2-1
Summary of NELS:88 first follow-up completion rates[a]

Instrument	Completed	Weighted	Unweighted
Student questionnaires	18,221	91.09%	94.10%
Student tests	17,352	94.14%[b]	95.23%[b]
Dropout questionnaires	1,043	90.97%	89.84%
Dropout tests	522	48.56%[b]	50.05%[b]
School questionnaire	1,291	NA	97.07%
School questionnaire[c]	17,663	91.97%	96.94%
Teacher questionnaire[d]	15,908	80.51%	87.31%

[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are in section 3.1.2 of this manual.

[b] Percentages of cases for which a student/dropout questionnaire was obtained for which a cognitive test was also obtained.

[c] Coverage rate for student participants of the total sample who also have a completed school administrator questionnaire.

[d] Percentage of student respondents for whom at least one teacher rating was completed.

4.2.1 First Follow-Up Pre-Data Collection Activities

Phase 1. Conducted from January to June of 1989, Phase 1 of the first follow-up survey encompassed the pre-data collection activities of tracing sample members to their 1990 school of attendance and securing state, district, and school permission to conduct the study.

Since 84.3 percent of the base year sample changed schools between eighth and tenth grades, an extensive student tracing effort was undertaken. This served two purposes. First, tracing provided the necessary information to locate and define the first follow-up student sample and its associated schools. As described in Chapter III, selection of the student and school sample was based on sample member clustering. The objective was to select approximately 21,500 base year sample members while restricting the number of schools in the sample to roughly 1,500. Second, tracing provided a starting point for measuring the fluid process of dropping in and out of school.

In order to draw the first follow-up sample it was necessary to definitively identify sample member clustering within the 3,362 schools to which base year sample members reported they would matriculate. This was accomplished through sample members' base-year projected 1989-1990 school of attendance, and involved contacting schools directly to verify sample members' enrollment. After 18 weeks of tracing, 99 percent (N=26,211) of the base year sample (N=26,432) had been located.

In addition to the student tracing activity, the process of contacting the schools also took place in phase one. A high degree of school-level cooperation was achieved in the first follow-up survey. The final first follow-up core sample was enrolled in 1,109 public and 249 Catholic or other private schools which fell under the jurisdiction of 885 districts and dioceses. Of the 885 districts and dioceses contacted, 99.2 percent (*N*=878) agreed to participate in the study. School contacting proved equally successful with 99.2 percent (*N*=1,347) of the 1,358 eligible first follow-up schools granting permission for the first follow-up to be conducted in their school.

Phase 2. After tracing was completed and the first follow-up student sample was finalized, all first follow-up schools were contacted again in the fall of 1989 to re-verify student enrollment, freshen the core and state augmentation student samples, schedule in-school data collection sessions, and for small cluster size schools (i.e., schools with fewer than 11 sample members), secure permission to participate in the study. Phase 2 was conducted from September 4 to December 15, 1989.

4.2.2 First Follow-Up Cohort Data Collection Activities

Following phase 1 and 2 activities of tracing and securing cooperation, first follow-up data collection for the cohort took place during phases 3 and 4.

Phase 3. Student questionnaires and cognitive tests were administered to sample members who were currently enrolled in school, including stopouts.[3] Data collection took place at either an in-school or off-campus group survey session.

In-School Survey Sessions. From January to June 1990, in-school survey sessions were held in all selected schools where first follow-up sample members were enrolled. Survey instruments were administered in group sessions to an average of 13 students in each participating NELS:88 school. In-school survey procedures paralleled those used in the base year. One additional instrument, the new student supplement, was administered to base year nonrespondents and freshened students to collect basic demographic information previously collected from all base year participants.

Off-Campus Survey Sessions. Off-campus survey sessions, typically attended by one to three students, were conducted from April to July 1990. Students who transferred to new schools, who had missed in-school survey sessions, or who were enrolled in schools that had refused to participate in the study were invited to off-campus sessions and administered the student questionnaire and cognitive tests. Dropouts were also asked to attend these sessions. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either in person or over the telephone. While off-campus survey sessions were held for students who transferred out of their NELS:88 school after sampling took place, the corresponding teacher and school administrator data were not collected for these students. Therefore, students in this situation do not have complete contextual data in the first follow-up.

Phase 4. In order to derive a more precise dropout rate for the 1988 eighth-grade cohort, a second data collection effort was undertaken in the spring of 1991. Between January and June 1991, an attempt was made to administer a questionnaire to the population of sample members who missed data collection at the school or who were no longer enrolled in their phase 3 school and remained temporarily unlocatable. This population was subsampled and, depending on school enrollment status, completed either an abbreviated student or dropout questionnaire over the telephone or in person.

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[3] Barro and Kolstad (1987) define "stopouts" as "temporary dropouts"--that is, students who left school temporarily and then returned. In the NELS:88 first follow-up, a stopout was defined as a sample member who had dropped out of school between data collection in 1988 and 1990, but who had returned to school by the time an interviewer contacted the sample member to be surveyed. A similar definition was employed in the NELS:88 second follow-up.

During this time, sample members previously identified as dropouts who had not been surveyed by the close of the main data collection period were pursued. These sample members were administered an abbreviated dropout questionnaire; however, if a sample member was previously identified as a dropout but had returned to school by the time of data collection, he or she completed an abbreviated student questionnaire. All questionnaires were administered over the telephone or in person. During phase 4 data collection, cognitive tests were not collected.

Full and Abbreviated Questionnaire. Of the sample members who completed a questionnaire, 99.8 percent of student respondents and 75.4 percent of dropout respondents completed a full or slightly modified version of the questionnaire during the initial data collection period in phase 3. Respondents who received the full version of the student or dropout questionnaire were also administered a cognitive test battery. The remaining 0.2 percent of student respondents and 24.6 percent of dropout respondents completed an abbreviated student or dropout questionnaire during phase 4, and were not administered the cognitive test battery. Given the nature of the abbreviated questionnaires, toward the end of the second data collection effort, interviewers were allowed to interview proxies. Of the 34 students surveyed during phase 4, eight interviews were conducted with a proxy. Of the 256 dropouts interviewed during phase 4, a total of 63 interviews were conducted with a proxy.

4.2.3 First Follow-Up Dropout Survey

During all four phases of the first follow-up, the enrollment status of the sample members was carefully monitored. If a student was found to have dropped out of school before data collection, the dropout was administered a dropout questionnaire rather than a student questionnaire.

Definition of a Dropout. For the purposes of the first follow-up data collection, the following definitions were used to identify students who dropped out of school:

1. an individual who, **during the spring of 1990**, according to the school (if the sample member could not be located), or according to the school and home, was not attending school or, more precisely, had not been in school for four consecutive weeks or more and was not absent due to accident or illness, or

2. a student who, **during the spring of 1990**, had been in school less than two weeks after a period in which he or she had missed school for four or more consecutive weeks not due to accident or illness.

Because contact was made with the schools during each of the four phases during the first follow-up, the enrollment status of each student was collected at four separate time periods. If at any point in phases 1 - 4 a student met the above criteria, the student was considered a dropout.

Some students who were initially identified as dropouts later re-enrolled in their school before data collection took place in phase 3. A student in this situation was no longer considered a dropout, but instead was classified as a stopout. Stopouts are defined as a student who had a dropout episode between spring term 1988 and spring term 1990, but who were back in school in the spring term of 1990. At the data collection level, stopouts who were identified in phase 1 or phase 2 as a dropout, but who, in phase 3, had been attending school for two weeks or more were administered the first follow-up student questionnaire and cognitive test battery. Stopouts who had been attending school for less than 2 weeks were administered the dropout questionnaire.

When a school official identified a sample member as a dropout, interviewers were instructed to contact the household to confirm the status of the sample member. If either the sample member or an adult household member indicated that the dropout definition above was applicable, the sample member was classified as a dropout. This policy of confirming status through the household was applied during all four points of enrollment status verification.[4]

Furthermore, whenever a sample member was identified as a dropout, the sample member was flagged as such and the date he or she dropped out of school was recorded. If during subsequent enrollment verification contacts the sample member had returned to school, the date he or she returned was recorded. Once a sample member was flagged as a dropout, regardless of whether or not he or she returned to school, the flag was maintained.

Data Collection. Data collection for the dropout survey was executed during phase 3 from January to July 1990, and phase 4 from January to June 1991. Under the initial data collection period in phase 3, interviewers administered the dropout questionnaire and cognitive tests to cohort dropouts during off-campus group administration sessions.

During phase 4, a second data collection effort took place. In an attempt to obtain a more precise estimate of the cohort dropout rate for the eighth-grade class of 1988, enrollment status information was gathered for nonrespondents, previously identified dropouts (sample members who were identified as dropouts by school officials but not home-confirmed), and base year ineligible students.

Overall, 89.8 percent of dropouts (91.0% weighted) and 94.1 percent of students (91.1% weighted) were surveyed in the first follow-up.

4.2.4 First Follow-Up Survey of Base Year Ineligible Students

The Base Year Ineligibles (BYI) Study of the NELS:88 first follow-up was a followback of students who had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year. The BYI study had several purposes, the primary foci of which were to correct for potential sample undercoverage; to accommodate the group of 1988-ineligible sample members who were 1990-eligible sophomores, and hence must be added to the 1990 survey to ensure its cross-sectional representativeness; and to provide a basis for a corrected cohort dropout estimate taking account of both 1988-eligible and 1988-ineligible eighth graders two years later.

Two kinds of information were sought from the sample of excluded students. First, it was to be determined if their eligibility status had changed. If so, these students were to be reclassified, and added to the longitudinal sample. They would then be administered, as appropriate, a student or dropout questionnaire. Second, for those who remained ineligible, their school enrollment status was to be ascertained, and basic information about their sociodemographic characteristics recorded. For eligibility and completion rate data, see Table 4.2.4-1.

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[4] For those cases where the school identified a sample member as a dropout but the sample member or a household member identified the sample member as a student, information about the student's new school of enrollment was collected. The new school was then contacted to verify that the student was in fact enrolled at that school.

Table 4.2.4-1: Base year ineligibility and completion rate data in the first follow-up (*N* = 618)

Status of BYI Sample Member	Status		Located		Eligible		Completed Questionnaire	
	N	% of total	*N*	%	*N*	%[a]	*N*	%[b]
Student	464	75.1%	464	100.0%	277	59.7%	258	93.1%
Dropout	88	14.2%	88	100.0%	35	39.8%	32	91.4%
Out-of-Scope	28	4.5%	28	100.0%	N/A	N/A	N/A	N/A
Not Screened	38	6.1%	0	0.0%	N/A	N/A	N/A	N/A
Total BYI Sample Members	618	100.0%[c]	580	93.9%	312	53.8%	290	92.9%

[a] Percentage based on total located cases.

[b] Percentage based on total eligible cases.

[c] Due to rounding, percentage actually sums to 99.9%.

Note: Of the original 674 Base Year Ineligible cases, 48 BYI cases were found to be sampling errors in the first follow-up, and 8 were found to be sampling errors in the second follow-up.

4.2.5 First Follow-Up 1990 and 1988-90 Panel Data Collection Results

For a detailed discussion of the first follow-up data collection results, including the 1989-1990 panel results, consult the *First Follow-Up: Student Component Data File User's Manual.*

4.3 Second Follow-Up Data Collection

The second follow-up survey collected a third wave of questionnaire and cognitive test data from the eighth-grade cohort of 1988, the majority of whom were high school seniors at the time of data collection. In addition, dropout data were collected, as well as data from students freshened in the first and second follow-ups.

As in the base year and first follow-up, contextual data were again collected, although with some modification. Rather than collecting two teacher questionnaires for each student, the second follow-up collected up to one teacher report per student. Additionally, teachers were selected only in the areas of mathematics and science; unlike the two prior waves, English and Social Studies teachers were not surveyed in the 1992 round. The following contextual data were also collected: school transcript data for each sample member; a questionnaire from one parent of each student and dropout; and a questionnaire from the school administrator of each sampled school.[5] Self-administered questionnaires remained the principal mode of data collection for all respondent populations.

Data collection methods adhered closely to those used in the base year and first follow-up surveys. The design of the second follow-up survey closely resembled that of the first follow-up, including extensive tracing efforts, sample freshening to generate a representative sample of the senior class of 1992, use of both in-school and off-campus survey sessions, and a survey of previously excluded students.

The second follow-up survey was executed in three phases which spanned two years. Pre-data collection activities took place during phases 1 and 2, while data collection took place during phase 3. Figure 4-1 summarizes the activities conducted during the three phases of the second follow-up.

Phase 1. Conducted from January to June of 1991, Phase 1 of the second follow-up survey encompassed the pre-data collection activities of tracing sample members to their school of attendance and securing state, district, and school permission to conduct the study.

Phase 2. From September to December 1991, all second follow-up schools were contacted again in the fall of 1991, primarily to re-verify student enrollment, freshen the core and state augmentation student samples, and schedule in-school data collection sessions.

Phase 3. Phase 3 comprised the main data collection period, from January through June 1992 (although a small number of cases were collected through October 1992). Sample members completed either a student or dropout questionnaire, as well as a cognitive test battery. Data collection took place at either an in-school or off-campus group survey session.

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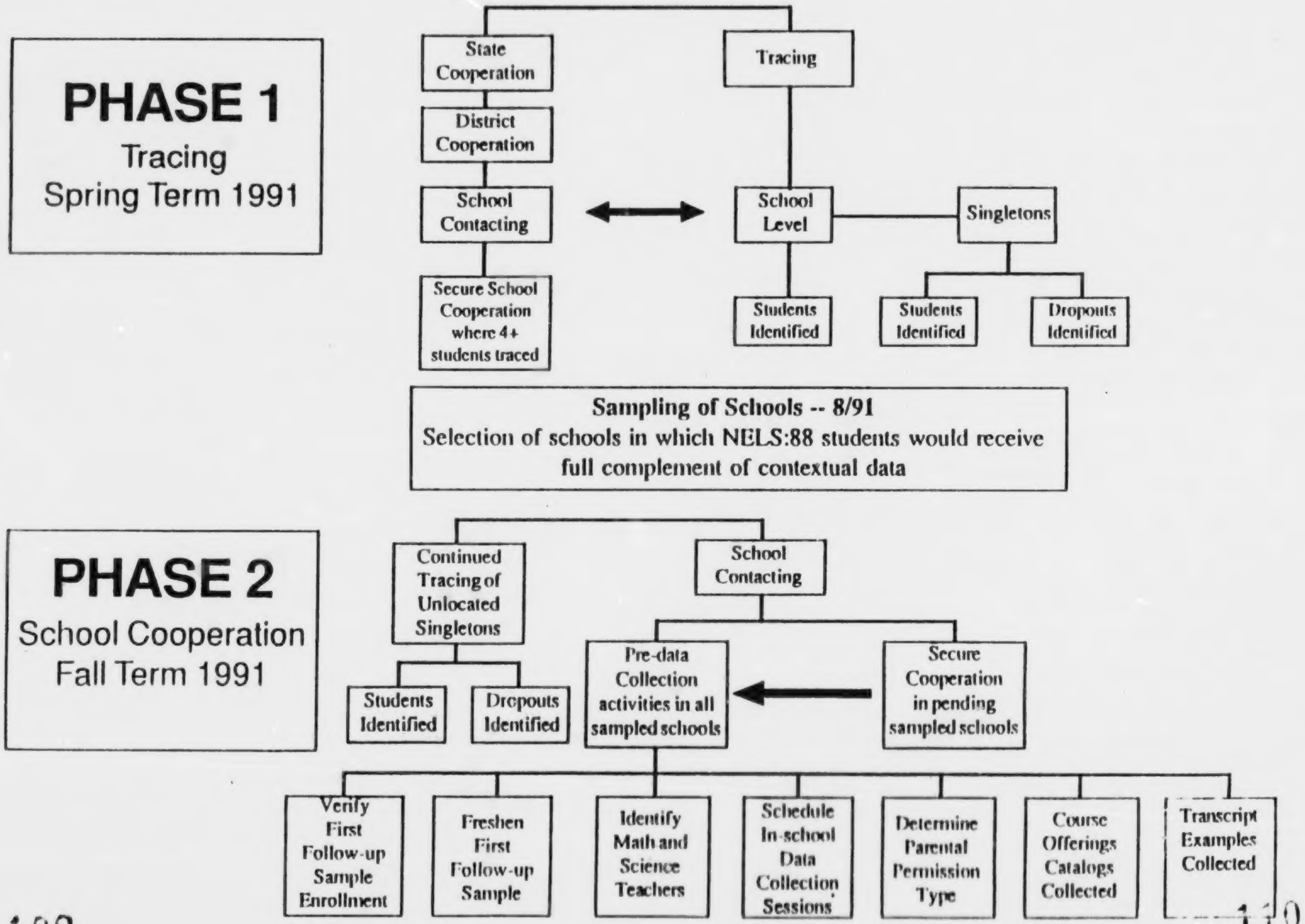
[5] While a questionnaire was sought from one parent of each dropout and student, approximately 1,500 parents of second follow-up respondents were subsampled out late in the parent component data collection effort. Parents of dropouts were retained with certainty. Further information can be obtained in the *NELS:88 Second Follow-Up: Parent Component Data File User's Manual.*

Figure 4-1: Second follow-up data collection phase diagram


PHASE 1
Tracing
Spring Term 1991
State Cooperation
District Cooperation
School Contacting
Secure School Cooperation where 4+ students traced
Tracing
School Level
Singletons
Students Identified
Students Identified
Dropouts Identified
Sampling of Schools -- 8/91
Selection of schools in which NELS:88 students would receive full complement of contextual data
PHASE 2
School Cooperation
Fall Term 1991
Continued Tracing of Unlocated Singletons
Students Identified
Dropouts Identified
School Contacting
Pre-data Collection activities in all sampled schools
Secure Cooperation in pending sampled schools
Verify First Follow-up Sample Enrollment
Freshen First Follow-up Sample
Identify Math and Science Teachers
Schedule In-school Data Collection Sessions
Determine Parental Permission Type
Course Offerings Catalogs Collected
Transcript Examples Collected

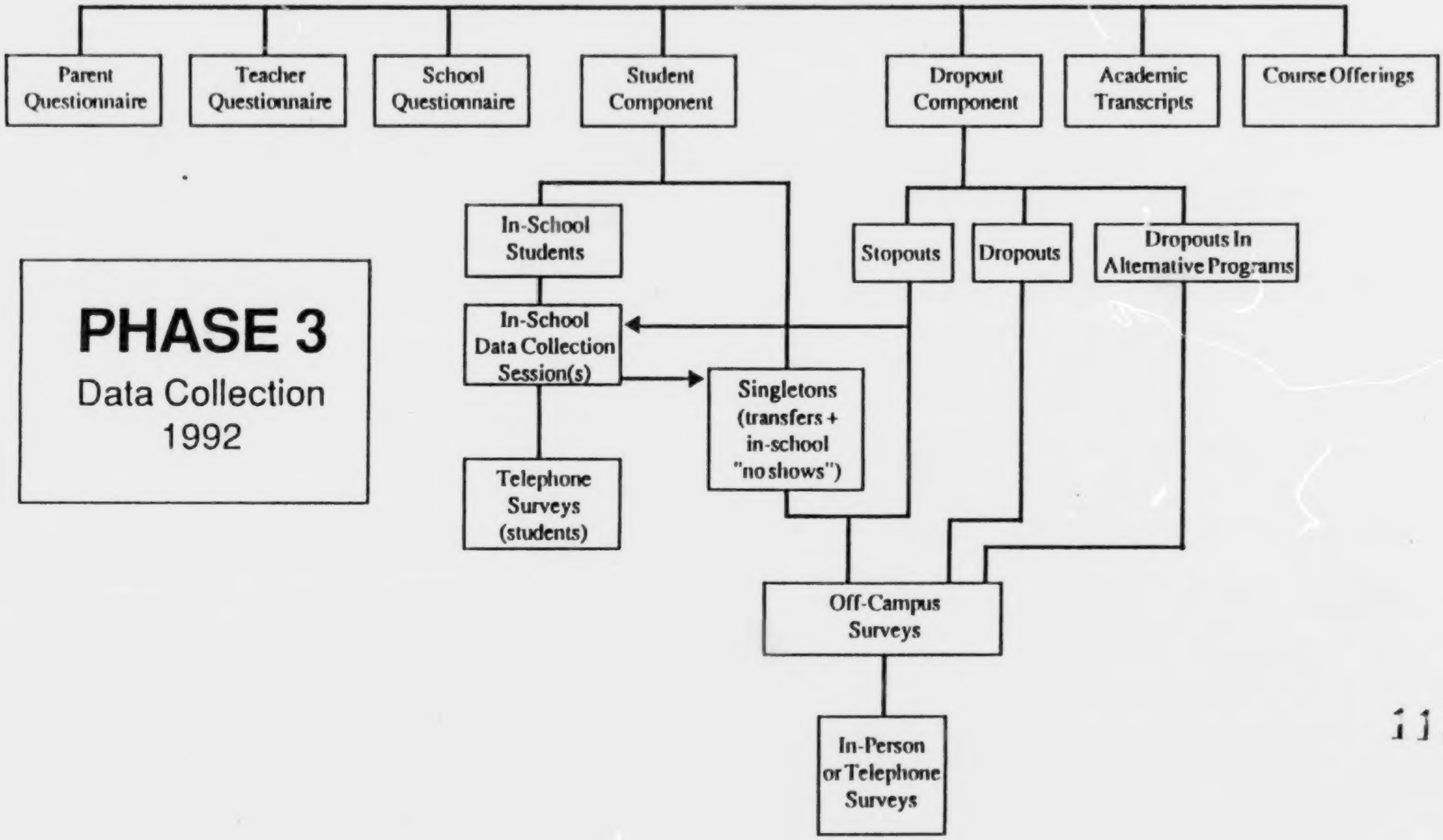

Parent Questionnaire
Teacher Questionnaire
School Questionnaire
Student Component
Dropout Component
Academic Transcripts
Course Offerings
PHASE 3
Data Collection
1992
In-School Students
In-School Data Collection Session(s)
Telephone Surveys (students)
Singletons (transfers + in-school "no shows")
Stopouts
Dropouts
Dropouts In Alternative Programs
Off-Campus Surveys
In-Person or Telephone Surveys

Figure 4-1 (cont.): Second follow-up data collection phase diagram

The number of completed instruments and completion rates based on sample eligibility for sample members are summarized in Table 4.3-1. While the student and dropout follow-up activities are summarized below, further information on the dropout component can be found in the *Second Follow-Up: Dropout Component Data File User's Manual.*

Table 4.3-1
Summary of NELS:88 second follow-up completion rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	16,842	91.0%	92.5%
Student tests	13,267	76.6%[a]	78.8%[a]
Dropout questionnaires	2,378	88.0%	87.6%
Dropout tests	959	41.7%[a]	40.3%[a]
School questionnaire[b]	1,326	NA	97.1%
School questionnaire[c]	15,409	98.3%	98.2%
Parent questionnaire[d]	16,395	90.6%	93.2%
Teacher questionnaire[e]	9,853	90.8%	90.7%

[a] Percentages of cases for which a student/dropout questionnaire was obtained for which a cognitive test was also obtained.
[b] Twelfth-grade school completion rate for school questionnaires of eligible contextual schools where at least one student has completed a questionnaire.
[c] Coverage rate for student participants of the total sample who also have a completed school administrator questionnaire.
[d] Parent completion rate is based only on those sample members who completed a student/dropout questionnaire.
[e] Percentage of student respondents for whom a teacher rating was completed.

4.3.1 Second Follow-Up Pre-Data Collection Activities

Phase 1. Conducted from January through June of 1991, phase 1 included securing state, district, and school-level cooperation for the study as well as tracing sample members. State cooperation with NELS:88 was secured for all fifty states and the District of Columbia. District and school-level cooperation were secured for first follow-up schools with four or more sample members still in attendance in the spring of 1991.

Tracing sample members served two purposes: to locate sample members for data collection purposes, and to define the schools to be included in the second follow-up sampling process. As in the first follow-up, interviewers determined the enrollment status of sample members by tracing the sample members to their first follow-up or new school of attendance. If an interviewer was unable to confirm school enrollment for a cohort member through the first follow-up school or a new school, the interviewer traced the sample member to a home address to confirm that the student was enrolled in a school or that the student had left school. Confirmation of a sample member's enrollment status determined which type of questionnaire--student or dropout--the sample member would be administered during the data collection period.

The second purpose of tracing was to determine the school sample. The second follow-up study was designed such that only students attending a school included in the second follow-up school sample would receive the full complement of contextual data including school administrator, parent, and teacher reports. (For sample members outside of the sampled schools, only the parent data was collected of the contextual components.) To maximize the number of students to receive the full complement of contextual data, student tracing determined the number of sampled students at each school. The school sample was then drawn so that the greatest number of students would be included in the school sample and receive the full complement of contextual data.

Phase 2. During phase 2, pre-data collection activities occurred for all components of the study, and some phase 1 activities continued. District and school-level cooperation were gained for any schools selected for the second follow-up sample for which cooperation was not gained in phase 1. Tracing continued for sample members who were not located during phase 1, and enrollment was verified again for students who were traced to a school which was selected for the second follow-up school sample. Students attending a school not included in the second follow-up school sample and sample members who had left school were also traced again to their school of attendance or to a home address. Table 4.3.1-1 summarizes the results of district and school contacting and student tracing in phases 1 and 2.

Table 4.3.1-1
Summary of NELS:88 second follow-up district/diocese and school contacting

	Eligible Sample[a]	**Agreed to Participate**	**Cooperation Rate**
District/Diocese Contacting:			
Public	862	853	99.0%
Catholic/ Other Private	52	52	100.0%
Total	914	905	99.0%
School Contacting:			
Public	1155	1145	99.1%
Catholic/ Other Private	232	228	98.3%
Total	1387	1373	99.0%

[a] This column represents the portion of the phase 1 sampled schools (*N*=1,500) that had at least one core sample member still enrolled at the end of the school contacting phase (phase 2) of the study. These numbers reflect the schools at which cooperation with the study was gained rather than the final subset of NELS:88 schools whose students were included in the contextual sample.

Interviewers visited each of the second follow-up schools to conduct activities in preparation for data collection for all components of the study. For student data collection, they scheduled in-school data collection sessions and worked with school personnel to identify how parental permission for surveying students would be gained for an individual school. Using school rosters, interviewers freshened the student sample to allow a random sample of twelfth graders who were previously excluded from the study because, for example, they were not in the U.S. or in the eighth grade in 1988, and did not have a chance to be selected for the base year sampling frame. Refer to Chapter III of this manual for a complete discussion of freshening the student sample.

In preparation for data collection of the contextual components (the parent, teacher, school administrator, and academic transcript), interviewers collected parent address and telephone information for the parent survey. To identify the sample for the teacher survey, interviewers compiled the names of mathematics and science teachers of the student sample members. Course catalogs were collected, and interviewers collected samples of student transcripts to inform data collection and data preparation for the high school transcript component.

Final Tracing Results. Of the 21,188 second follow-up sample members, 97.3 percent (N=20,623) of the sample members were located. Figure 4-2 illustrates the results of the second follow-up locating efforts. Of the 21,188 sample members, 83.3 percent were enrolled in high school, 8.2 percent were verified dropouts, 0.5 percent were identified by school officials as dropouts but were not confirmed as such, 4.1 percent were sample members who had already completed an alternative program, 1.3 percent were deemed ineligible to participate in the second follow-up study (e.g., deceased or moved out of the country), and 2.7 percent could not be located. (Due to rounding, the above percentages sum to 100.1 percent).

4.3.2 Second Follow-Up Cohort Data Collection Activities

Phase 3. Second follow-up data collection followed phase 1 and 2 activities of tracing and securing cooperation, from January through October 1992. Data collection activities in the second follow-up closely paralleled those in the first follow-up survey. Student questionnaires and cognitive tests were administered to sample members who were currently enrolled in school, either through an in-school or off-campus group survey session.

For the small number of students and dropouts who could not attend an off-campus survey session, telephone interviews were conducted using a version of the student or dropout questionnaire adapted for administration over the telephone. Given the mode of administration, test data were not collected for these sample members.

Overall, 91.0 percent (weighted) of the selected student sample completed a student questionnaire (*N*=16,842). Of the 16,842 who completed a questionnaire, 91.8 percent (*N*=15,461) received a full version of the questionnaire, of which 85.8 percent (*N*=13,267) also completed a cognitive test battery. The remaining 8.2 percent of the 16,842 student respondents completed a questionnaire modified slightly for telephone administration, and no cognitive test battery. For the dropout/alternative sample members, 88.0 percent (weighted) of the selected sample completed a dropout or student questionnaire (*N*=2,378). Of the 2,378 who completed a questionnaire, 71.1 percent (*N*=1,691) received a full version of the questionnaire, of which 56.7 percent (*N*=959) also completed a cognitive test battery. The remaining 28.9 percent of the 2,378 dropout and alternative respondents completed a questionnaire modified slightly for telephone administration, and no cognitive test battery. Table 4.3.2-1 summarizes the mode of questionnaire administration for student and dropout/alternative sample members.

Figure 4-2: Second follow-up tracing results (*N*=21,188)

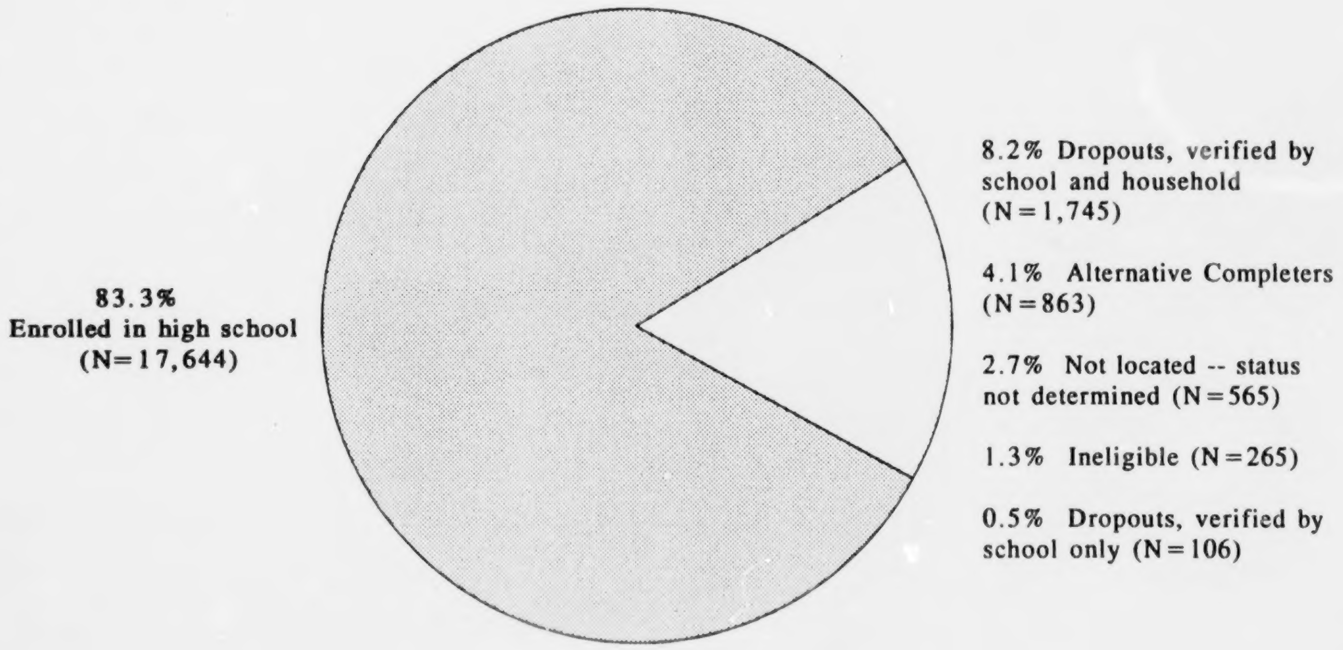


Table 4.3.2-1: Second follow-up questionnaire type by administration mode

SAMPLE CLASSIFICAITON

Administration Type		Student		Dropout/Alternative		Total	
Version	Mode	*N*	% of total	*N*	% of total	*N*	% of total
Full[a]	In person	15,461	91.8%	1,691	71.1%	17,152	89.2%
Modified[b]	Telephone	1,326	7.9%	645	27.1%	1,971	10.3%
Abbreviated[c]	Telephone	55	0.3%	42	1.8%	97	0.5%
	Total:	16,842		2,378		19,220	

[a] Full questionnaires were administered to sample members who were surveyed in-person or by mail.

[b] Modified questionnaires were administered to sample members who completed the questionnaire over the telephone. The same questions were used as in the full version, but the questions were adapted for better oral comprehension.

[c] Abbreviated questionnaires were administered in a small number of cases where the responded would not complete either a full or modified questionnaire.

4.3.3 Second Follow-Up Student Survey and Cognitive Tests

In-School Survey Sessions. From January to June, 1992, in-school survey sessions were held in all cooperating NELS:88 schools still enrolling second follow-up sample members. Second follow-up data collection procedures were very similar to those used in the first follow-up. Student questionnaires and four cognitive tests in math, science, reading, and social studies were administered in group sessions of approximately 9 students during the first data collection at each school, and 3 students during any second in-school data collection sessions.

Survey administration was usually conducted in a school classroom or library and consisted of several steps. Students first completed the student questionnaire, and, if applicable, the new student supplement or the early graduate supplement. Students who had transferred into or out of a school within the two weeks prior to the survey session were asked to report on their previous school of attendance. Transfer students who had been at the surveyed school for two weeks or longer were asked to report on their current school. After the students completed the student questionnaires, an 85 minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/citizenship/geography). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom.[6]

At the end of the survey session, arrangements were made to conduct second in-school data collection sessions for students whose class schedule required that they leave before completing both instruments, and for students who were scheduled but unable to attend the initial survey session. If fewer than five students were scheduled for a make-up session, school staff were asked to handle the arrangements and oversee its administration; however, to ensure respondent confidentiality, school staff were prohibited from reviewing the student questionnaire for completeness. When five or more students were scheduled for a make-up session or when school staff were unavailable to conduct a make-up session, interviewers arranged a return visit to the school.

The second follow-up study attempted to collect a complete questionnaire and cognitive test from students and dropouts; however, for some sample members only an abbreviated version of the student or dropout questionnaire was collected, and the cognitive test was not collected at all.

Off-Campus Survey Sessions. Off-campus survey sessions, typically attended by one to three students, were conducted primarily from March to July 1992. Students who were not enrolled in sampled schools, who had missed in-school data collection sessions, or who were enrolled in schools that had refused to participate in the study were invited to off-campus sessions and administered the student questionnaire and cognitive tests. Dropouts were also asked to attend these sessions and were surveyed alongside sample members who were currently enrolled in school. As with in-school survey sessions, off-campus survey sessions in the second follow-up were nearly identical to those in the first follow-up. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either over the telephone or in-person. When the student questionnaire was administered over the telephone, cognitive test data were not collected.

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[6] At data collection sessions, interviewers reviewed the questionnaires to ensure that all critical items were completed. An oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify a vague response.

4.3.4 Second Follow-Up Dropout Survey

The NELS:88 second follow-up dropout survey sought to interview all sample members who had left school prior to graduation, including both first follow-up dropouts who had not returned to school and sample members who dropped out after the first follow-up. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file.

School Enrollment Classification and Data Collection. In order to determine which sample members should complete a dropout questionnaire, school enrollment status was classified for all sample members during the spring of 1992.

Four types of enrollment classifications were identified, as illustrated in Figure 4-3. The first were high school students who were enrolled in a school which offered programs ending in the granting of a diploma. These students were administered the student questionnaire and, when possible, the cognitive test battery. Early graduates were included in this classification, and were asked to report retrospectively on the school from which they graduated and to complete supplemental questions about their reasons for graduating early.

The second type were sample members who dropped out of high school but later re-enrolled in a high school program to obtain a high school diploma. These sample members were administered the student questionnaire and, when possible, the cognitive test battery.

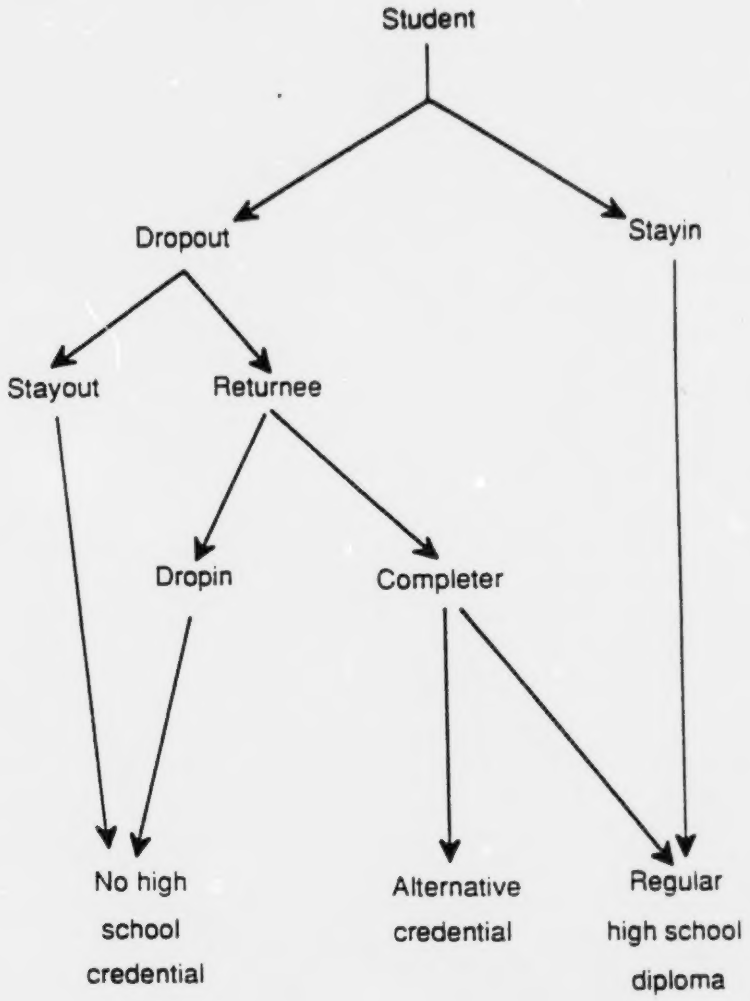
The third type were sample members who dropped out of high school but went on to seek an equivalent to a high school diploma such as the General Educational Development test (GED). If an alternative completer had finished the requirements of his or her equivalency program, the individual was classified as a "completer" (in effect, an early graduate by alternative means) and the student questionnaire (including the early graduate supplement) was administered. If the alternative completer had not yet fulfilled the requirements for certification, the sample member was administered a dropout questionnaire. In both cases, the cognitive test battery was also administered when possible.

The fourth type were dropouts. These sample members had left their high school by the spring of 1992 and were not working toward an alternative certification. Dropouts were administered a dropout questionnaire and, when possible, the cognitive test battery.

Regardless of whether a dropout completed a student or dropout questionnaire, data collection efforts for the dropout component of the second follow-up were similar to those in the first follow-up survey. Interviewers attempted to survey most dropouts in off-campus survey sessions with testing conditions similar to in-school sessions.

For analytical purposes, sample members classified as alternative completers can be included or compared with either high school completers or dropouts. Additionally, alternative completers can be examined separately, depending on the needs of the analyst. For a complete description of the dropout component, see the *NELS:88 Second Follow-Up: Dropout Component Data File User's Manual*.

Figure 4-3: Alternative educational paths through high school


Student
Dropout
Stayin
Stayout
Returnee
Dropin
Completer
No high school credential
Alternative credential
Regular high school diploma

Note: A within-round dropout-returnee is, in NELS:88 parlance, a "stopout." During the second follow-up, a stopout was defined as a sample member who had dropped out of school at some point in the 1990-1991 or 1991-1992 school years, but had returned to school by the spring of 1992. A similar definition was employed in the NELS:88 first follow-up. In the above diagram the term "dropin" refers to a sample member who dropped out of high school, then returned to high school (making the sample member a stopout as described above), and then dropped out of high school again for a final time.

Source: The Condition of Education, NCES, 1986

4.3.5 School Effectiveness Study

Since there was a high degree of overlap between school effectiveness study schools and NELS:88 study schools, students in these schools received the same data collection procedures as second follow-up cohort students.

Self-administered student questionnaires and cognitive tests were administered to SES students through both in-school and off-campus survey sessions. Unlike student cohort sample members, most SES students received an additional forty minute free-response cognitive test after they completed the eighty-five minute test battery. The subject area of the free-response test was randomly selected for each school in either mathematics or science.

In the 247 participating SES schools, SES sample members were administered the student questionnaire and cognitive tests. If SES students missed in-school data collection sessions, they were surveyed at off-campus survey sessions. Unlike the data collection procedures for the student cohort sample members, SES students who were no longer attending the school with which they were associated were not pursued or surveyed; however enrollment status was gathered for these students from the SES schools. A more detailed discussion of the school effectiveness study will be presented in forthcoming documentation, which will accompany the release of those data.

4.3.6 Followback Study of Excluded Students (FSES)

In the first follow-up study, most classification changes were made for a sample of students who had been excluded from the base year study. Of the 618 base year ineligible sample members (BYIs), 580 were located and 312 were reclassified as eligible during the first follow-up. (Table 4.2.4-1 contains additional completion rate data for the BYI study.) In the second follow-up, the remaining ineligible students--BYIs who were ineligible in the first follow-up or more rarely, students who were eligible in the base year but who became ineligible in the first follow-up through the occurrence of some sort of incapacitation--were pursued as a part of the Followback Study of Excluded Students.

The Followback Study of Excluded Students of the NELS:88 second follow-up attempted to reassess the eligibility status and ascertain the enrollment status of students who: 1) had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year, and were subsampled into the Base Year Ineligible Study in the first follow-up; 2) were eligible in the base year but became ineligible in the first follow-up; or, 3) were identified as ineligible when selected through the freshening process in the first follow-up. If the students had since become eligible for NELS:88, the followback study attempted to survey them.

The followback study continued the first follow-up base year ineligible study for several purposes. First, if the 5.3 percent of the potential base year sample declared ineligible differed in key characteristics or outcomes from the sample of students included in NELS:88, this difference could bias baseline results and subsequent longitudinal measurements. By learning more about these excluded students and their current school enrollment status, one might correct for potential undercoverage bias that could affect key national estimates, such as dropping out between eighth and twelfth grade.

Second, an individual's eligibility status could potentially change. A student excluded on language grounds in 1988 or 1990 could have gained sufficient proficiency in English by 1992 to complete the student questionnaire. Like the complementary activity of sample freshening, the followback study of excluded students helped to generate a nationally representative sample of twelfth-grade students.

Third, eligibility rules were modified in the first follow-up and retained in the second follow-up to allow for completion of the student questionnaire in Spanish in addition to English. By giving 1988 and/or 1990 excluded students who could complete a questionnaire only in Spanish the opportunity to do so in 1992, the revised eligibility rules of the first follow-up were successfully carried back to the base year cohort.

Data Collection Procedures. Data collection for the followback study of base year excluded students took place during the main study data collection effort between April and October, 1992. Interviewers attempted to identify excluded students who were eligible to be added to the longitudinal sample in the second follow-up. They obtained the following information about the excluded student from the student's current school, school last attended, or the student's home:

- **Sex (if unknown):** male or female;
- **Race/ethnicity (if unknown):** white, black, Hispanic, Asian/PI, American Indian, other;
- **School enrollment status:** student, dropout, or dropout in alternative program; and,
- **Eligibility:** English/Spanish language proficiency, lack of mental or physical disability (i.e., ability to complete a questionnaire), reading ability level of at least eighth grade.

After collecting the above information about the students, interviewers attempted to identify whether or not the student was capable of meaningful participation in the survey under normal conditions. To make this assessment, interviewers were instructed to obtain reports from persons with first-hand knowledge of the students, such as a special education teacher, a bilingual teacher, a language arts teacher, or a guidance counselor. Interviewers often spoke with several staff members to identify the staff member who was most qualified to assess whether or not the student could participate. Unless there were severe mental or physical disabilities or lack of facility with written English or Spanish and the member was unable to complete the survey instruments under normal circumstances, the student was considered eligible to participate in the study.

The results of data collection for FSES are summarized in Table 4.3.6-1. Eligibility information was gathered for 94.7 percent of the excluded sample members. For excluded students who were identified as eligible, student or dropout questionnaires were administered either in-person or over the telephone. Cognitive tests were administered to a small percentage of these students. For students who remained ineligible, school enrollment status and other key characteristics were obtained.

4.3.7 Second Follow-Up Data Collection Results

Tables 4.3.7-1 through 4.3.7-3 summarize the data collection results for the student and dropout components of the NELS:88 second follow-up study. Panel completion rates reported in tables 4.3.7-2 and 4.3.7-3 represent the proportion of base year completers who were also first follow-up completers, for whom a second follow-up questionnaire was completed as well. (Eighth grade cohort members who failed to participate in 1988, in 1990, or in both rounds, are excluded from the base for this statistic.) Completion rates in 1992 for 1988-90 participants are reported overall and by subgroups of interest.

However, one may wish to view panel maintenance and attrition from additional perspectives. For example, one may wish to consider what proportion of the 1990 first follow-up-retained 1988-eligible base year cohort has participated in all three waves of NELS:88 to date. When the panel so defined--that is, all 1990-retained 1988-eligible students and dropouts, including those who have died or suffered a grave impairment that has made them ineligible, and those who have been out-of-scope (out of the country) for either or both follow-up waves--the proportion who participated (that is, completed a student/dropout questionnaire) in all three (1988, 1990, and 1992) waves is 84 percent. Another statistic of interest is the proportion of base year participants successfully resurveyed in each follow-up round. Some 95 percent (94.7%) of base year questionnaire completers also completed a questionnaire in the first follow-up, and 93 percent (93.1%) of base year questionnaire completers participated in the second follow-up. About 90 percent (89.7%) of base year participants completed both the first (1990) and second (1992) follow-up questionnaires.

Table 4.3.6-1 Results of the NELS:88 followback study of excluded students (FSES) $N=370$

ORIGIN AND ELIGIBILITY STATUS
AS OF THE SECOND FOLLOW-UP

	Base Year Ineligibles		First Follow-Up Ineligibles		Total in FSES Study	
	N	% of total	*N*	%	*N*	%
Eligible	74	24.4%	28	100.0%	102	27.6%
Ineligible	185	61.1%	38	100.0%	223	60.3%
Out-of-Scope	28	9.2%	1	100.0%	29	7.8%
Not Located	16	5.3%	0	0.0%	16	4.3%
Total BYI Sample Members	303[a]	100.0%	67	100.0%	370	100.0%

[a] Of the original 674 Base Year Ineligibles, 56 were found to be sampling errors in the first and second follow-ups, 312 were deemed eligible for participation in the first follow-up, and 3 became deceased, leaving the total of 303 BYIs in the chart above.

Table 4.3.7-1 NELS:88 second follow-up component survey completion rates by selected characteristics

	Student sample Completion rates		Student 12th grade test[a] Completion rates		Dropout/Alternative[b] sample Completion rates		Dropout/Alternative 12th grade test[c] Completion rates		School questionnaire[d] Completion rates		School questionnaire[e] Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	91.0	92.5	76.6	78.8	88.0	87.6	41.7	40.3	NA	97.1	98.3	98.2
Participated	16,842		13,267		2,378		959		1,326		15,409	
Selected	18,209[f]		16,842		2,714		2,378		1,366		15,695	
School type[g]												
Public	94.7	95.3	76.8	78.9	NA	NA[h]	NA	NA[h]	NA	97.2	98.4	98.4
Catholic	98.4	98.0	79.7	84.5	NA	NA	NA	NA	NA	97.1	96.6	96.7
Other private	94.8	95.5	73.1	75.6	NA	NA	NA	NA	NA	96.0	98.5	97.2
Urbanicity[g]												
Urban	95.0	95.8	73.6	76.7	NA	NA[h]	NA	NA[h]	NA	97.0	98.2	98.3
Suburban	94.4	95.2	74.9	75.7	NA	NA	NA	NA	NA	97.4	98.5	98.2
Rural	95.5	95.5	82.4	85.3	NA	NA	NA	NA	NA	96.6	99.8	98.0
Region[g]												
Northeast	94.3	94.7	77.6	76.7	NA	NA[h]	NA	NA[h]	NA	94.7	97.9	96.8
South	95.4	95.8	77.7	81.7	NA	NA	NA	NA	NA	97.3	98.2	98.4
Midwest	96.1	95.8	78.6	80.7	NA	NA	NA	NA	NA	97.8	98.5	98.7
West	92.9	95.4	72.2	74.2	NA	NA	NA	NA	NA	98.3	98.7	98.6
Ethnicity												
Asian/PI	91.7	92.7	75.2	75.5	74.7	82.4	47.6	35.7	NA	NA	98.2	98.9
Hispanic	86.6	89.8	73.9	76.6	88.3	87.5	35.6	36.1	NA	NA	98.8	98.9
Black	88.1	90.5	74.6	77.1	84.8	83.6	37.2	38.7	NA	NA	98.3	98.0
White	93.5	94.2	77.8	80.1	89.7	89.5	44.2	42.4	NA	NA	98.3	98.0
Am. Indian	90.3	86.5	74.0	74.3	97.6	95.8	51.5	49.3	NA	NA	98.7	98.7
Refused/Missing[i]	28.5	33.2	22.2	31.1	55.9	61.5	23.5	25.0	NA	NA	97.9	97.8

[a] 12th grade cognitive test coverage rate for each student who completed a questionnaire.

[b] Alternative completers could have completed either a student or dropout questionnaire, depending on status during data collection. 350 alternative sample members completed a student questionnaire, and 457 completed a dropout questionnaire.

[c] 12th grade cognitive test coverage rate for each dropout who completed a questionnaire.

[d] 12th grade school completion rate (for school questionnaire) of eligible contextual schools, where at least one student completed a questionnaire.

[e] 12th grade school questionnaire coverage rate for each student who completed a questionnaire and was enrolled in an eligible contextual school.

[f] 565 unlocatable cases were assumed to be eligible students for the purposes of calculating student completion rate, and are included in the total of 18,209.

[g] Refers to second follow-up school.

[h] Not Applicable -- Completion rates by school type, urbanicity, and region are calculated based on the school a student attended in the second follow-up. Because dropouts are not linked to schools on the public use magnetic tape, it is not possible to calculate dropout completion rates for these subgroups.

[i] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample members who did not participate in the second follow-up.

Table 4.3.7-2 NELS:88 second follow-up completion rates for base year-first follow-up panel participants by selected characteristics[a]

	Student/Dropout questionnaire (BY, F1 and F2) Completion rates Weighted	Unweighted	Student/Dropout cognitive test[b] (BY, F1 and F2) Completion rates Weighted	Unweighted	Student/Dropout cognitive test[c] (BY and/or F2) Completion rates Weighted	Unweighted
Total	94.7	95.1	69.6	72.2	99.0	99.0
Participated	16,489[d]		11,902		16,331	
Selected	17,337		16,489		16,489	
School type[e]						
Public	94.3	94.7	69.0	71.4	99.0	99.1
Catholic	97.9	97.0	74.1	78.6	99.1	99.2
Other private	97.4	97.0	73.0	73.7	99.2	98.7
Urbanicity[e]						
Urban	93.5	95.1	64.3	69.5	98.4	98.8
Suburban	95.5	95.3	69.1	70.1	99.0	98.9
Rural	94.8	94.9	74.6	77.2	99.5	99.4
Region[e]						
Northeast	94.8	95.1	70.3	71.3	99.0	98.6
South	94.1	94.5	68.2	73.1	99.1	99.1
Midwest	95.7	96.0	74.9	76.4	99.2	99.5
West	94.6	95.1	63.7	65.7	98.5	98.7
Ethnicity						
Asian/PI	93.3	95.0	71.5	71.9	99.6	99.6
Hispanic	93.1	94.4	63.9	65.5	98.2	98.3
Black	92.4	92.6	59.6	67.0	98.6	98.6
White	95.5	95.7	72.1	74.2	99.2	99.2
Am. Indian	94.1	91.3	64.8	64.0	99.7	99.4
Refused/Missing[f]	81.1	75.0	38.3	55.6	100.0	100.0
Minority schools[e]						
Schools with more than 19% minority students	92.2	93.5	55.1	59.3	98.6	98.4
Schools with less than or equal to 19% minority students	95.0	95.3	71.0	73.5	99.1	99.1

[a] These panel completion rates are the proportion of base year-first follow-up completers for whom a second follow-up questionnaire was completed but excludes base year nonparticipants. Refer to section 4.3.7 for information on alternative approaches to calculating panel completion rates.

[b] Cognitive test coverage rate for each sample member who has completed a BY student questionnaire, F1 and F2 student/dropout questionnaire.

[c] Cognitive test coverage rate for each sample member who has completed a BY student questionnaire and/or a F2 student/dropout questionnaire.

[d] Sample members who participated in the BY, F1 and F2.

[e] Refers to 8th-grade schools.

[f] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample member nonparticipants.

Table 4.3.7-3 NELS:88 second follow-up completion rates for base year-first follow-up panel participants by selected characteristics[a]

	Student questionnaire (BY, F1 and F2) Completion rates		School questionnaire[b] (BY, F1 and F2) Completion rates		School questionnaire[c] (BY and/or F2) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	95.7	96.1	95.5	95.6	99.9	99.8
Participated	14,674[d]		13,182		13,762	
Selected	15,269		13,783		13,783	
School type[e]						
Public	95.4	95.8	95.8	95.7	99.9	99.8
Catholic	98.2	97.3	94.3	94.8	100.0	100.0
Other private	97.5	97.1	93.5	95.8	100.0	100.0
Urbanicity[e]						
Urban	94.4	96.4	93.7	94.7	100.0	100.0
Suburban	96.2	96.1	94.4	94.3	100.0	100.0
Rural	95.8	95.9	98.4	98.2	99.7	99.5
Region[e]						
Northeast	95.2	95.5	94.9	94.6	100.0	100.0
South	95.8	96.2	95.6	95.9	100.0	100.0
Midwest	96.2	96.5	97.5	97.8	100.0	100.0
West	95.5	96.0	93.1	93.2	99.4	99.2
Ethnicity						
Asian/PI	94.9	95.8	90.2	93.9	99.9	99.9
Hispanic	94.2	95.8	89.8	91.3	100.0	99.9
Black	94.3	95.0	95.1	95.3	100.0	100.0
White	96.2	96.4	96.5	96.5	99.9	99.8
Am. Indian	93.8	90.9	97.6	97.3	100.0	100.0
Refused/Missing[f]	74.2	72.7	100.0	100.0	100.0	100.0
Minority schools[e]						
Schools with more than 19% minority students	92.5	96.3	90.7	90.0	100.0	100.0
Schools with less than or equal to 19% minority students	96.0	94.4	96.0	96.2	99.9	99.8

[a] These panel completion rates are the proportion of base year-first follow-up completers for whom a second follow-up questionnaire was completed but excludes base year nonparticipants. Refer to section 4.3.7 for information on alternative approaches to calculating panel completion rates.

[b] School questionnaire coverage rate for each student who completed a BY, F1, and F2 student questionnaire.

[c] School questionnaire coverage rate for each student who completed a BY and/or F2 student questionnaire.

[d] Panel *students* only.

[e] Refers to 8th-grade schools.

[f] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to student nonparticipants.

V. Data Control and Preparation

This chapter describes the procedures used to control student data before transforming responses from second follow-up questionnaires into a data file. Several procedures were implemented to prepare these documents for data capture, including monitoring the receipt of completed questionnaires, editing completed questionnaires, retrieving missing data, and preparing the documents for archival storage. Data preparation activities spanned the entire length of the NELS:88 second follow-up student survey, beginning with tracing and securing school cooperation, through monitoring and machine editing, and ending with the preparation of public use data files.

5.1 On-Site Editing and Retrieval

For student and dropout questionnaires (including the new student supplement), the first data control and preparation activity was editing questionnaires and retrieving missing information. Interviewers conducted on-site editing of the student and dropout questionnaires, giving special attention to the respondents' answers for all critical items. A list of critical items can be found in Appendix L.

If the response to one or more of the critical items was missing, undecipherable, or had multiple categories marked when only one response was permitted, the interviewer privately pointed out the problem to the respondent. If the sample member indicated that he or she had chosen not to answer the question, the interviewer marked a "no retrieval" response for the item. The "no retrieval" responses were later used during the machine editing process to assign a "refused" response to the critical items.

5.2 Monitoring and Receipt Control

Once the questionnaires, cognitive tests, and new student supplements were collected, each student/dropout questionnaire was reviewed for completeness and to confirm that the ID numbers were correct. A final disposition code was assigned to each student and dropout indicating whether test data, questionnaire data, or a combination of the two were completed by the sample member. These outcomes were recorded in a microcomputer-based Survey Management System (SMS).

5.3 In-House Editing and Coding

The next step was to edit the confidential locator pages for legibility and remove the pages from the questionnaire. In the student questionnaire respondents were asked to provide the names and locations of the two postsecondary institutions they were most likely to attend after high school. This information was coded using the standard Interagency Postsecondary Education Data System (IPEDS) codes. (IPEDS codes are available only on the restricted use files.)

5.4 Data Capture and Archival Storage

Data entry for the student questionnaire and cognitive tests was performed through an optical mark reading procedure by Questar Data Systems, Inc. The new student supplements and dropout questionnaires were not optically scanned but were converted to machine readable form using conventional key-to-disk methods. All cognitive tests were photographed onto microfilm for archival storage.

VI. Data Processing of the Student Questionnaires

In each round of the study, data processing activities began with sample selection and continued through receipt control, machine edit, and the preparation of public and restricted use data files and user documentation. Data processing activities varied little among the base year, first follow-up and second follow-up. This chapter describes the post-processing that was carried out to prepare the data for final release. This chapter concludes with an introduction to the electronic codebooks (ECBs) that have been created for NELS:88 data.

6.1 Machine Editing

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

Detection of out-of-range codes was completed during scanning or data entry for all questions except those permitting an open-ended response. The scanning contractor converted the student data to machine-readable form and supplied a raw data tape to NORC. Because of their small number, the new student supplements were not scanned, but were hand-keyed. After receipt of all scanned and keyed data, sequenced machine editing and visual inspection of the output began. The tasks performed included: resolving inconsistencies between filter and dependent questions, supplying the appropriate missing data codes for questions left blank, detecting illegal codes and converting them to missing data codes and investigating inconsistencies or contradictions in the data. Frequencies and crosstabulations for each variable were inspected before and after these steps to verify the accuracy and appropriateness of the automated machine editing processes.

Inconsistencies between filter and dependent questions were resolved in the machine editing process. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were superfluous. For instance, respondents sometimes indicated "no" to a filter question and then continued to answer "no" to subsequent dependent items. When a filter question indicated that a subsequent question(s) should have been skipped, the dependent questions were set to the value "legitimate skip", with one exception. In the exception, if the dependent questions were answered in a manner that was inconsistent with the filter but consistent across the dependent items, the filter was back edited (changed) to agree with the dependent responses. If a multiple response or no answer was given to a filter question, the question was assigned the appropriate reserved code (see below) and all subsequent questions that might have been skipped were processed as if the respondent should have answered them.

The frequency with which responses were recoded to legitimate skip for each skip pattern was closely monitored. Frequency distributions of responses before and after editing were inspected. All filter questions and their respective dependent items were displayed in crosstabulations so that staff could verify the accuracy of the recoding.

After improperly answered questions were converted to blanks, the student data were passed through a second step in the editing program that supplied the appropriate reserved codes for blank questions. Where a value was not provided by the respondent, a reserved code fills the field. These reserved codes and their meanings are as follows:

6=MULTIPLE RESPONSE
7=REFUSED[1]
8=MISSING
9=LEGITIMATE SKIP

When the legitimate response of a variable filled more than one column of space, the right-hand column contained one of the above codes and the remainder of the columns were filled with "9"s.

Critical items (those deemed most critical to data analyses) followed a somewhat different machine editing process. Data collection procedures instructed field interviewers to mark the retrieval oval beside each critical item in the questionnaire if an attempt was made to retrieve missing or invalid data from a respondent. The edit program then used these fields to set corresponding blank data to "refused." Since their purpose was to determine the correct reserved codes, retrieval variables are not present on the final data file. If a critical item was left blank, was not a legitimate skip, and an attempt was made to retrieve the missing data, the item was coded as "8" (missing). If a filter was coded "7" (refused), all subsequent questions that might have been skipped were processed as if the respondent should have answered each item. Filters that were coded "6" (multiple response) or "8" (missing) were handled in the same manner.

Items with unusually high nonresponse or multiple responses were checked by verifying the data in the questionnaire (on microfilm for students, hardcopy for new student supplements).

Finally, while many of the same items appear in both the main student and dropout questionnaires, occasionally the response codes used in the two questionnaires were different. In addition, some of the response scales used were the same as those used in earlier waves and/or HS&B but with the scale reversed. After machine editing was completed, the affected items were recoded. Student questionnaire items were recoded to match comparable items in HS&B and earlier waves of NELS:88. Then the dropout items were recoded to coincide with the student codes. Because response scales were recoded on questions that may not be strictly compatible, analysts should assess the comparability of questions when comparing NELS:88 second follow-up with earlier NELS:88 waves or HS&B. (The questionnaires that are presented in Appendix K have been modified to reflect these recodes; these questionnaires should match the data presented in the codebook that appears in Appendix J but will vary somewhat from the optical scan format instrument that was administered to NELS:88 students.)

6.2 Data File Preparation

The conventions used to assign SAS and SPSS-X variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, BYS56A, is from the base year student survey, question 56, part A. Likewise, F1S7D, is from the first follow-up student survey, question 7 part D, while F2S84C is from the second follow-up student survey, question 84 part C.

Constructed variables--including statistical weights, special indicators or flags, and variables that are composites of one or more sources--are added to the files in order to promote high caliber analyses of the NELS:88 data. Certain items add information from study sources that would otherwise be unavailable to users; some items reference respondent properties to external standards that would be expensive for individual analysts to create; and other items are recodes or combinations of internal questionnaire sources. A number of composites have appeared in earlier rounds and represent a convenience for the analyst, rather than wholly new information. Some of these constructed variables will be used by nearly all users, while others will be appropriate to those seeking insights into distinctive populations, relationships or events.

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[1] This code was used only when a critical item was missing and the retrieval oval was checked by the field interviewer, indicating that the respondent refused to answer.

Generally, the names of the base year flags, variables, and weights begin with BY; the first follow-up flags and weights begin with F1; and the second follow-up names begin with F2. If the variable is a school-level variable placed on the student file, the composite variable name begins with G8 (for grade 8 in base year), G10 (for grade 10 in the first follow-up) or G12 (for grade 12 in the second follow-up). A few composite variables that were built in the base year do not begin with the prefix "BY." These are: SEX, RACE, HISP, API, HEARIMP, HANDPAST, BIRTHMO, BIRTHYR. Over the course of the survey even basic demographics such as gender and ethnicity are re-examined and improved when and if new and/or more accurate information becomes available for particular cases (thus there is an F1SEX on the first follow-up files, an F2SEX on the second follow-up files, etc.).

The only reserved code used for all of these specially constructed variables is for missing data. For one-column variables that code is "8." Variables that are greater than one column in length are filled with "9"s (i.e., 998) in all but the right-most column. This reserved code is used when the sources for data are missing due to either item nonresponse, nonparticipation in all or part of the components of the study, or when data are missing on one or more external source files. Appendices H in the base year manual, I in the first follow-up manual and H in the second follow-up manual explain the conditions under which specific composite variables were assigned a missing code.

6.3 CD-ROM Electronic Codebook

An electronic codebook (ECB) permits PC users to interact with all of the features of a conventional hardcopy codebook and its accompanying documentation. In a very large, complex survey such as NELS:88 with multiple highly elaborated codebook text files, the Compact Disc (CD) medium provides the necessary capacity to carry a tremendous amount of data in a very compact and convenient form. CD-ROM is a form that can be copied to and read by a microcomputer. The information on CD-ROM is "Read-Only." This feature protects the data on the disk from accidental alterations, such as a user unintentionally writing over the encoded information.

In addition to numerous hardcopy codebooks that accompany magnetic tape releases on NELS:88, ECBs are also now available to users. These permit users to search for variables based on key words and names. The ECB displays question text and frequencies for each variable in order to assist users in deciding which data elements may be useful in planned analyses. The ECB is also a tool for selecting variables for subsequent analysis, writing SAS or SPSS-PC code for file construction of the designated variables, and even generating a codebook of the chosen set of variables.

More detailed information on the features of the NELS:88 ECBs and the survey waves and components for which ECBs are available appears in Chapter VII.

VII. Guide to the Data Files, Documentation and CD-ROM Electronic Codebooks

Fourteen NELS:88 study components are now available to users on magnetic tape or CD-ROM format. Magnetic tape and CD-ROM releases of the NELS:88 data contain files that are specific to one survey wave and one component, such as the second follow-up student component data. Table 7-1 displays these NELS:88 products, by study component and by survey year.

The student and dropout data sets are the central units of analysis in NELS:88. Each of the student data files may be examined as an independent entity or may be combined for observation of the maturation of the original student cohort over time. The second follow-up CD-ROM includes three waves of student component data files including:

1. **Base year data.** The base year file contains the 1988 student questionnaire data and a number of constructed variables, including the base year weight, demographic and social context measures, and cognitive test scores. There is a record in this file for every base year participant (*N*=24,599), regardless of whether or not the sample member was retained in the first or second follow-ups to the study.

2. **First follow-up student data.** The first follow-up student file contains a record for every student sample member in the first follow-up, regardless of actual participation and regardless of whether or not the student dropped out of school. The file includes 21 items which are common to both the first follow-up student and dropout questionnaires.[1] This student file also contains two first follow-up student weights, first follow-up composites, including cognitive test scores and a substantial amount of new student supplementary material (demographic and other basic information collected from freshened sample members in each follow-up and from base year nonrespondents). Items collected in the new student supplement have been mapped to equivalent items that were collected in the base year. Thus, basic descriptive information is available in this section of the data file for all cases that completed either a first follow-up student questionnaire or a new student supplement.

   Changes to the First Follow-Up Files. The final release of the base year, first follow-up, and second follow-up CD-ROM and magnetic tapes includes a number of minor changes to the cases on the file since the initial release of the first follow-up files. Four students have been verified as sample errors since delivery of the first follow-up data tape, and have been deleted from the new file released after the second follow-up surveys. Also deleted from the second follow-up data tape are 23 ineligible students who were freshened in the first follow-up. In addition, 312 of the 340 students who were Base Year Ineligible (members of the "BYI" sample) were found to be eligible for the first follow-up round in 1990, and were subsequently surveyed, while the remaining 28 were out of scope. Data for these sample members have been added to the final release of the first follow-up file. Thus, whereas the total number of students on the initial release of

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[1] For a complete explanation, the reader should consult section 7.2 of the *First Follow-Up: Student Component Data File User's Manual.*

Table 7-1
NELS:88 components and survey waves for which both magnetic tape and CD-ROM products are available

	Available	Number of Variables on Public Use Version[a]
Base Year		
Student	Yes	410
Dropout	Not Applicable[b]	Not Applicable[b]
School	Yes	211
Teacher	Yes	238
Parent	Yes	331
Transcript	Collected in Second Follow-Up[d]	Collected in Second Follow-Up[d]
First Follow-Up		
Student	Yes	694
Dropout	Yes	561
School	Yes	832
Teacher	Yes	466
Parent	Not Collected[c]	Not Collected[c]
Transcript	Collected in Second Follow-Up[d]	Collected in Second Follow-Up[d]
Second Follow-Up		
Student	Yes	786
Dropout	Yes	577
School	Yes	385
Teacher	Yes	420
Parent	Yes	423
Transcript	Yes	---[d]

[a] The student ID number has not been included in the count of the number of variables on the public use data files. For the first follow-up school and second follow-up student files which are split into two files, the questionnaire weight has been counted only once.

[b] Since by definition dropouts could only be identified and studied after the initial round of the survey, there is no base year dropout component.

[c] The parent component was only conducted during the base year and second follow-up.

[d] Transcripts collected during the second follow-up span the entire high school career and are available in restricted use form only. Although there is no public use release of the transcript data, the restricted use transcript file includes 236 student-level variables and 251 course-level variables.

the first follow-up student file was 21,019 cases, the corrected final version of the public use data file instead contains 20,840 student records.

The changes in the first follow-up cases result in changes to the frequency distributions shown in the original codebooks, both hardcopy and electronic versions. Moreover, certain variables have been updated since the first follow-up file was first released.[2] Revised weighted distributions on key analytic variables, including any altered variables, are provided with the new release so that users may review totals and percentages.

3. **Second follow-up student data**. The second follow-up student file contains a total of 21,188 records for students who are in school as well as those who have dropped out of school. It does not contain any dropout questionnaire data but does include the classification flags and other specially-constructed variables, including weights and cognitive test variables, that were built for all sample members.[3] The second follow-up student data set is similar to the first follow-up file structure, with the exception of the greater number of statistical weights (cross-sectional, panel, and contextual) and cognitive test scores that are provided in this round of the survey.

The student and dropout data files released in the second follow-up of NELS:88 may be combined with data from second follow-up surveys of parents, teachers and school administrators. The most powerful analyses are possible when students are viewed in the context of these fundamental influences across the four-year time frame that is now available. The NELS:88 files are designed to be merged and used to examine how differing student outcomes are related to various structural patterns, as measured by parental, teacher, and other school influences, and/or the ways in which these change over time. The contextual data files are dependent upon and subsidiary to the student files in NELS:88. **The contextual data files cannot stand alone.** The only exception is the base year school file, which is representative of eighth-grade American schools and their principals in 1988.[4] The first and second follow-up school components reflect characteristics of the secondary schools to which students in the contextual sample migrated after eighth grade. Since these secondary schools were not selected as a representative sample, but on the contrary appear instead as the product of student dispersion patterns, the first and second follow-up school data must be used only in conjunction with student data. Inferences from the first follow-up and second follow-up school data files cannot be legitimately made if these data are viewed in isolation from the student files.

Several types of student sample members are included in the files; therefore, the user must take care to select the correct set. Among the types of sample members in the student data set are: 1) students who were added in the first or second follow-ups to freshen the sample; 2) sample members who have participated in one, two or all three waves of the survey; and 3) Base Year Ineligible sample members who were found to be eligible and subsequently included in the first and second follow-up surveys of NELS:88.[5] Eight analytic populations, both cross-sectional and longitudinal, are now represented in the NELS:88 student sample. Different research questions apply to different student populations. In order to choose the correct NELS:88 student sample and produce accurate results, each analyst must use the proper sample identification and questionnaire availability indicators, as well as the correct statistical weights.

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[2] Among the modified variables are socioeconomic status and school control.

[3] All dropout questionnaire data are provided on a separate file, accompanied by the *Second Follow-Up: Dropout Component Data File User's Manual.*

[4] Even for the 1988 survey of parents of eighth graders and 1992 survey of parents of cohort students and dropouts--which closely resemble probability samples of parents of the relevant student populations--there are some departures from the requirements of a stand-alone sample. In particular, some unknown number of base year parents had more than one eighth grader, hence more than one chance of selection into the sample. In addition, in both 1988 and 1992, only one parent was surveyed, and that parent was self-selected.

Section 7.1 introduces the reader to statistical software packages that can be used with the NELS:88 data sets and the importance of sample indicators and statistical weights in the production of accurate results. Section 7.2 includes a complete description of the content and organization of the second follow-up student data files. Finally, section 7.3 offers an explanation of the hardcopy codebook and an introduction to the electronic codebooks.

7.1 Basics for Analyses: Second Follow-Up Questionnaire and Sample Indicators, Statistical Weights and Use of Statistical Packages

The method for naming variables follows a simple pattern. "F2" refers to the second follow-up, "F1" refers to the first follow-up, and "BY" refers to the base year. An "F2" in the prefix means that the variable has been created in the second follow-up for second follow-up sample members. This is an important distinction since some variables that measure the same concept have been created for data sets in more than one round of the survey. In addition, if new information becomes available--for example, for students who have not heretofore participated in NELS:88--certain classification variables are revised to reflect this new information. The more recent the creation of a composite, the more likely that it contains the most accurate values.

7.1.1 Questionnaire/Sample Flags Included on Magnetic Tape and ECB Releases

Questionnaire Flags. One of the first steps to take in carrying out a plan for research involves selection of the proper questionnaire availability indicators. Even tentative investigations that are not statistically weighted must utilize the appropriate indicators for cases with the specified survey documents on the data file.

Eight variables have been constructed to indicate which second follow-up sample members responded to key survey documents since the base year of NELS:88. There is an indicator for each wave (1988, 1990, 1992) of the survey questionnaire, including dropout questionnaires when appropriate. There are also indicators for the presence on the second follow-up student files of cognitive test data and new student supplement data. In each of the following indicators, "1" means that the documents were completed by a second follow-up sample member and "0" means the documents were not completed. A value of "2" is present if the sample member completed a dropout questionnaire.

F2BYQFLG	1 =	second follow-up sample member completed a base year student questionnaire
	0 =	second follow-up sample member did not complete a base year student questionnaire

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[5] Note however that the sample of reclassified BYIs (i.e., those found to be eligible in the first follow-up and second follow-up rounds) had not been released prior to the second follow-up.

F2F1QFLG 2 = second follow-up sample member completed a first follow-up dropout questionnaire

1 = second follow-up sample member completed a first follow-up student questionnaire

0 = second follow-up sample member did not complete either a first follow-up student or dropout questionnaire

F2QFLG 2 = second follow-up sample member completed a second follow-up dropout questionnaire

1 = second follow-up sample member completed a second follow-up student questionnaire

0 = second follow-up sample member did not complete either a second follow-up student or dropout questionnaire

F2TXFLG 1 = second follow-up sample member completed a second follow-up cognitive test battery

0 = second follow-up sample member did not complete a second follow-up cognitive test battery

This variable appears on the dropout file in order to inform users of the presence or absence of cognitive test data for these cases. The actual test scores, however, appear only on the student component data files.

F2NSSFLG 1 = second follow-up new student supplement questionnaire completed

0 = second follow-up new student supplement questionnaire not completed

F2CXTFLG 2 = second follow-up sample member is a member of the contextual sample but did not complete a second follow-up student questionnaire

1 = second follow-up sample member is a member of the contextual sample and completed a second follow-up student questionnaire

0 = second follow-up sample member is not a member of the contextual sample

F2TRP1FL Indicates whether or not a sample member was a part of both the eighth- to twelfth-grade student panel, a participant in all three rounds, and a transcript was collected for the sample member.

1 = The sample member is a member of the eighth- to twelfth-grade panel and transcript data is also available for the student, and the sample member completed a questionnaire in all three rounds.

0 = The sample member was not included in both the eighth- to twelfth-grade panel and the transcript study, or did not complete a questionnaire in all three rounds.

F2TRP2FL Indicates whether or not a sample member was a part of both the tenth- to twelfth-grade panel, a participant in the first and second follow-up, and a transcript was collected for the sample member.

2 = The sample member was enrolled in the tenth grade in the spring of 1990 and was member of the 1990 - 1992 panel, completed a first and second follow-up questionnaire, and transcript data is available for the sample member.

1 = The sample member is included in the 1990 - 1992 panel sample, completed a first follow-up and second follow-up questionnaire, and a transcript was collected for the sample member. However, the student was not enrolled in the tenth grade in the spring of 1990.

0 = The sample member was either 1) not a member of the 1990 - 1992 completers who also were included in the transcript component; 2) a member of the 1990 - 1992 panel and the transcript component but did not complete a questionnaire in the first follow-up or second follow-up; or 3) a member of the 1990 - 1992 panel and the transcript component but a transcript was not collected for the sample member.

Additionally, the student file includes a number of variables which indicate the availability of data from other second follow-up components for sample members. F2ADMFLG, F2TEQFLG, F2PAQFL, and F2TRSCFL indicate whether or not second follow-up school administrator, teacher, parent, and transcript data respectively are available for each sample member.

Sample/Target Population Indicators. Below are three sample indicators that have been designed for use with second follow-up statistical weights in order to generalize to appropriate respondent populations. The analyst will need to select the indicator and associated statistical weight that best suits his or her research needs, be it a cross-sectional, longitudinal, or contextual examination of the data.

For example:

- Cross-sectional research examines students who completed a survey document in a particular survey wave of NELS:88 (whichever is of highest interest).
- Longitudinal research requires a panel of students who completed survey documents in two or more rounds of the study (the choice of which panel to select depends upon the period of time in which events and change are best examined, given the research question).
- Contextual research investigates the effects of the family, school, and teachers that circumscribe and shape the education of students (the choice of influences selected from contextual data files depends upon the structure to be explored).

Therefore, the type of research determines which indicators should be used. The variable name for each of these sample selection indicators is as similar as possible to the variable name for the corresponding weight. The three indicators are as follows:

F2BYF1PN 1 = second follow-up sample member is in the 1988 to 1990 panel sample

0 = second follow-up sample member is not in the 1988 to 1990 panel sample

F2F1PNFL 2 = second follow-up sample member is in the 1990 to 1992 panel sample. The first-order requirement for this designation is enrollment in the tenth grade in the spring of 1990 with presence of the required survey instruments dependent upon that criterion: completion of a first follow-up student questionnaire and a second follow-up student or dropout questionnaire. Note that this is a narrower definition than merely completion of both a first follow-up and second follow-up questionnaire.

The two remaining categories differentiate among two groups of sample members who are *not* members of the sophomore panel:

1 = second follow-up sample member was not enrolled in the tenth grade in the spring of 1990 and completed a first follow-up student or dropout questionnaire and a second follow-up student or dropout questionnaire

0 = second follow-up sample member did not complete either a first follow-up or second follow-up questionnaire or both (regardless of enrollment status)

F2PNLFLG 1 = second follow-up sample member is a member of the full panel sample: 1988-1990-1992 panel (a base year student questionnaire and a first follow-up student or dropout questionnaire and a second follow-up student or dropout questionnaire were completed)

0 = the sample member did not complete a questionnaire in all three waves of NELS:88

Table 7.1.1-1 provides a summary of indicator values to be used when selecting populations for analyses.

Weights. The NELS:88 data files are designed to be used as weighted data sets in all analyses. Due to the complexity of the NELS:88 sample design, estimation and inference will most likely be inaccurate if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can only be avoided by using the weights provided to analyze specific subsets of the sample.

In the variable name for statistical weights, the suffix "WT" is used to distinguish these from the special sample indicators described above. When the user combines a sample indicator with the appropriate weight, population estimates are produced. Seven second follow-up statistical weights have been created for the second follow-up student and dropout data files. Although four panel weights (F2F1PNWT, F2PNLWT, F2TRP1WT, and F2TRP2WT) are listed, no contextual panel weights have been constructed.

Table 7.1.1-1 Summary of NELS:88 populations, samples, level of analyses, sample identification flags, and weights

Population of Interest	Sample and Sample *N* (Participants)	Level of Analysis	Sample ID Flag	Weight
1988 8th Graders in 1990 (Panel): The population of 1988 eighth graders two years later (as of 1990).	Base year retained sample members who completed both a base year and first follow-up questionnaire. *N* = 17,424. Note: undercoverage bias; 5% of potential base year sample excluded.	Cross-wave, longitudinal level of analysis.	Use the first follow-up student data file and select for the 8th to 10th grade panel, F1PANFLG = 1.	Use the panel weight (F1PNLWT).
1988 8th Grade Cross-Section: The population of all students enrolled in the eighth grade in 1988.	Base year selected sample members who participated in the base year. *N* = 24,599. Note: undercoverage bias; 5% of potential base year sample excluded.	Cross-sectional level of analysis.	Use the base year student data file and select for BYQFLG = 1.	Use the base year questionnaire weight (BYQWT).

Table 7.1.1-1 (cont.) Summary of NELS:88 populations, samples, level of analyses, sample identification flags, and weights

Population of Interest	Sample and Sample *N* (Participants)	Level of Analysis	Sample ID Flag	Weight
1990 10th Grade Cross-Section: The population of all students enrolled in the tenth grade in 1990.	Representative sample of students enrolled in tenth grade in the spring term of 1990. Includes freshened students and excludes dropouts and out-of-sequence sample members. $N = 17,544$ on the original F1 release. On the F2 re-release, BYI's who completed a F1 questionnaire appear producing a new $N = 17,754$.	Cross-sectional analysis; Trend analyses with HS&B 1980 sophomores and F1 1990 sophomores.	Use the first follow-up student file and select for F1SEQFLG=0.	Use the first follow-up questionnaire weight (F1QWT).
1990 (First Follow-Up) Cross-Section: The population of all first follow-up eligible persons who were either in the eighth grade during the 1987-1988 school year or were in the tenth grade during the 1989-1990 school year.	All first follow-up 1990 sample members; combines 1988-eligible eighth-grade cohort and 1990 tenth-grade freshened sample. $N = 19,264$ on the original F1 release. On the F2 re-release, BYIs who completed a F1 questionnaire appear producing a new $N = 19,394$.		Use the first follow-up student file and select for F1STAT=0.	Use the first follow-up questionnaire weight (F1QWT).

Table 7.1.1-1 (cont.) Summary of NELS:88 populations, samples, level of analyses, sample identification flags, and weights

Population of Interest	Sample and Sample *N* (Participants)	Level of Analysis	Sample ID Flag	Weight
1988 8th Graders in 1992 (Panel): The population of 1988 eighth graders four years later (as of 1992).	Base year retained sample members who completed a questionnaire in all three waves of NELS:88--base year, first follow-up, and second follow-up. *N* = 16,489. Note: undercoverage bias; 5% of potential base year sample excluded.	Cross wave, longitudinal level of analysis.	Select for F2PNLFLG = 1.	Use the second follow-up panel weight (F2PNLWT).
1990 10th Graders in 1992 (Panel): The population of 1990 sophomores two years later (as of 1992).	Representative sample of students enrolled in tenth grade in the spring of 1990 (see definition of tenth grade cross-section above) who completed a questionnaire in both the first follow-up and second follow-up. *N* = 16,749.	Cross wave, longitudinal level of analysis; longitudinal trend analyses with HS&B 1980 sophomore cohort and F1 1990 sophomore cohort.	Select for F2F1PNFL = 2.	Use the second follow-up panel weight (F2F1PNWT).

Table 7.1.1-1 (cont.) Summary of NELS:88 populations, samples, level of analyses, sample identification flags, and weights

Population of Interest	Sample and Sample *N* (Participants)	Level of Analysis	Sample ID Flag	Weight
1992 12th Grade Cross-Section: The population of all students enrolled in twelfth grade in 1992.	Representative sample of students enrolled in twelfth grade in the spring of 1992. *N* = 16,114. Includes freshened students and excludes dropouts and out-of-sequence sample members.	Cross sectional analysis; Trend analyses with NLS 1972 seniors, HS&B 1980 seniors, and NELS:88 1992 seniors.	Select for F2SEQFLG = 0.	Use the second follow-up questionnaire weight (F2QWT).
1992 (Second Follow-Up) Cross-Section: The population of all second follow-up eligible persons who were in eighth grade during the spring of 1988 or in tenth grade during the spring of 1990 or in twelfth grade during the spring of 1992.	All second follow-up 1992 sample members; combines 1988-eligible eighth-grade cohort and 1990-eligible tenth grade cohort and 1992 twelfth-grade freshened sample. *N* = 19,220.		Select for F2STAT = 00.	Use the second follow-up questionnaire weight (F2QWT).

Note: For information on how to use school, parent and transcript data--and respective weights--with student data, consult the separate data file user's manuals for each of these components.

F2QWT	use for producing weighted twelfth-grade student statistics in cross-sectional analyses.
F2F1PNWT	use for producing weighted student panel statistics when both first follow-up and second follow-up data are employed in the analyses.
F2PNLWT	use for producing weighted student panel statistics when all three survey waves (base year, first follow-up and second follow-up) data are included in the analyses.
F2TRSCWT	use for conducting cross-sectional analysis of transcript data.
F2TRP1WT	use for conducting panel analyses using the transcript component data with test and questionnaire data for the panel of 1988 eighth graders four years later (1992).
F2TRP2WT	use for conducting panel analyses using the transcript component data with test and questionnaire data for the panel of 1990 tenth graders two years later (1992).
F2CXTWT	use for producing weighted student contextual component statistics, in conjunction with cross-sectional analyses that also involve school administrator and/or teacher data.[6]

Cross-sectional analysis of second follow-up student data requires that the F2QWT weight variable be applied. Longitudinal analyses, on the other hand, require use of F2F1PNWT or F2PNLWT panel weights, with the difference hinging upon the time points that define the student panel that the user wishes to examine. Thus, if F2PNLFLG is used to select cases from all three waves of NELS:88, then F2PNLWT is the correct statistical weight in the analyses. Similarly, if F2QFLG is used to select second follow-up student respondents, then F2QWT should be used.

Full Sample Member/Population Indicators. The variables described in this section apply to the full student sample, as opposed to specific portions limited by participation, enrollment status or eligibility. G8COHORT indicates whether or not the student is a member of the eighth-grade cohort; that is, whether or not the student was enrolled in the eighth grade during the 1987-88 school year and therefore eligible to complete a NELS:88 base year student questionnaire. Similarly, G10COHRT indicates whether or not the student is a member of the tenth-grade cohort (enrolled in the tenth grade during the 1989-90 school year and eligible to complete a first follow-up student questionnaire). G12COHRT indicates whether or not the student is a member of the twelfth-grade cohort (enrolled in the twelfth grade during the 1991-92 school year).

Second Follow-Up Status and Participation Flags. F2STAT indicates the final disposition in the second follow-up for each sample member on the file. Categories include participation, unlocatable, student or parent refusal, ineligibility due to a mental or physical disability or to a language barrier, residence outside the U.S., or deceased.

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[6] Panel analyses that use school administrator and/or teacher data from the NELS:88 base year or first follow-up in conjunction with second follow-up data should apply the F2CXTWT with caution. Because of factors such as nonresponse in the base year and first follow-up, this weight is not as precise as a contextual panel weight would be, and analysts should assess their results for bias. Results should also be compared with those obtained by utilizing alternative weighting "approximations," e.g., F2TRP1WT for the 1988-1990-1992 panel.

F2DOSTAT indicates enrollment status, either dropout or student, as of the second follow-up *only*. This indicator also permits identification of dropouts according to the "first follow-up definition" of a dropout (i.e., sample members receiving no formal instruction) and the "second follow-up/HS&B definition" of a dropout (i.e., combines sample members who are enrolled in an alternative or non-traditional high school equivalency program with those receiving no formal instruction [who completed the dropout questionnaire] as well as sample members who have earned a GED or other alternative credential [who, as school equivalency completers, were administered the student questionnaire]).

F2SEQFLG indicates whether or not participating sample members are currently in grade sequence; that is, enrolled in the twelfth grade. This variable also identifies early graduates, dropouts, alternative completers, and other out-of-sequence sample members, regardless of their participation status.

F2SMPFLG indicates how and when sample members were brought into the study. Valid categories include eighth-grade cohort member, tenth- or twelfth-grade freshened student, or base year ineligible student.

Several other indicators provide additional information about sample members such as whether or not the sample member was an early graduate, a dropout, ineligible or out-of-scope, or freshened into the sample. These variables are: F2EGDFLG, F2F1DOST, F2EVDOST, and F2TRSTYP. Because school records may contradict other sources of sample members' enrollment status, the NELS:88 student and transcript component files include F2TRSTYP which identifies inconsistencies among different sources of a sample member's enrollment status, including F2DOSTAT and F2RTROUT on the transcript data file. See Appendix H for a complete description of F2TRSTYP.

Universe Variables. As in every longitudinal survey, the complexity of NELS:88 has increased with each successive survey wave. The changing numbers of cases delivered in each round may be one of several perplexing anomalies to users. The "universe variables" are designed to explain how the status of sample members has changed from one wave to another. The first of these, F2UNIV1, is a set of over one hundred mutually-exclusive categories that was designed to encompass each and every sample member ever in the study. It describes how and when the sample member entered NELS:88 and the situation of the sample member in the base year, first follow-up, and second follow-up. Abbreviations for the SAS and SPSS-X value label cards provide this information in the character lengths allowed by those programs. These abbreviations are:

BY = Base Year
F1 = First Follow-up
F2 = Second Follow-up
I = Ineligible for questionnaire administration (mental/physical disability, language barrier)
A = In-school, in-grade
B = In-school, out-of-grade
DO = Dropout
E = Eligible for questionnaire administration
FR = Freshened
NA = Not Applicable (status description for rounds prior to that in which one was freshened into sample)

X = Out-of-scope (deceased, out-of-USA)
? = Status unknown

Note that a status is attached to each round (BY, F1, F2) in each valid category of this value. Examination of the categories (see the codebook distributions, for example) reveals that situations did change over time. For example, base year ineligibles were subsequently re-surveyed and some were discovered to be capable of completing the survey in the first and/or second follow-ups. Other sample members moved out of the country in a later round and were defined as "out-of-scope" for that round (note that some had returned to the U.S. by the second follow-up and were then once again in-scope for NELS:88). Similarly, freshened students at the secondary school stage did not participate in the base year.

Four additional universe variables are provided, each with a more limited descriptive mission than F2UNIV1. These variables account separately for the information that is combined in the first universe variable. F2UNIV2A reports how sample members initially entered NELS:88. Categories are base year eligible, base year ineligible, or freshened (in either the first or second follow-ups). F2UNIV2B reports the base year status of all sample members: freshened in either the first or second follow-ups (and thus not at that time an active sample member), in school and in the appropriate grade, ineligible in that round due to a mental, physical or a linguistic barrier. F2UNIV2C reports the first follow-up status of sample members. Categories are freshened in the second follow-up of NELS:88, in school and in the appropriate grade, in school but not in the expected grade for the cohort, dropout, ineligible for this wave, out-of-scope (deceased or not in the U.S. during this round of the study), or status currently unknown. Finally, F2UNIV2D reports on the second follow-up status of each sample member. Valid possibilities are in school and in the expected grade, in school but not in the expected grade, dropout, ineligible, out-of-scope or status unknown in this round of NELS:88.

7.1.2 Packaged Statistical Programs

The procedures recommended for analyses of NELS:88 data with the SAS or SPSS-X are outlined in Appendix I. Both the magnetic data tape and the ECB on CD-ROM can generate the appropriate control cards for each of these statistical packages. It is also possible for analysts to create an SPSS-X system file from a SAS system file (or vice-versa).

7.2 Content and Organization of the Data Files

The second follow-up student data file contains a record for 21,188 participating and nonparticipating sample members. Of these, 16,842 participated as students, 2,378 participated as dropouts/dropouts in alternative programs, and 1,968 did not participate in this round of the study. Note that data elements from the dropout questionnaire are not included on this file but appear instead on the second follow-up dropout files in a separate release.[7] The 21,188 records include 13 students who were freshened in the second follow-up but were temporarily out of scope (out of the country). While these records are included in the file, they do not have any weights, and no questionnaire data are associated with these cases. Additionally, the 21,188 includes 235 sample members who did not complete a questionnaire in the base year, first follow-up and second follow-up. These sample members who were nonresponders in all three waves do not have weights but have been included on the tape for analysis of unit nonresponse.

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[7] See the *NELS:88 Second Follow-up: Dropout Component Data File User's Manual* for complete documentation of the dropout files.

The raw data file contains 796 questionnaire variables on the 17,192 sample members who completed a student questionnaire. In addition, a large number of special flags, composite variables, and three statistical weights are included on the second follow-up student releases. The student component file also includes school-level composite variables that have been constructed for dropout sample members based on the last school attended by the dropout.

The record layout for the second follow-up appears in Appendix G. The layout shows in detail the organization of the variables within each record on the file. The variables are grouped into similar logical sets as discussed below. Each data item is referred to by its SAS (SPSS-X) variable name, as defined in the control cards provided with the data file.

Twelve files related to the student surveys, four for each wave of NELS:88, have been released. They are:

1. **The base year** raw data file with the following items for each sample member participating in the base year:

   a. Randomized ID number (positions 1-7),
   b. Base year student questionnaire data (positions 8-358),
   c. Base year weight, flags, and composites (positions 359-548);

2. SPSS-X control cards for the base year file;

3. SAS control cards for the base year file;

4. SAS system file for the base year data;

5. **The first follow-up** raw data file consists of the following items:

   a. Randomized ID number (positions 1-7),
   b. First follow-up student questionnaire data, along with a subset of dropout questionnaire data that matches student questions (positions 8-664),
   c. First follow-up weights, flags, and composites (positions 665-857),
   d. First follow-up new student supplement data with equivalent base year data mapped into the new student supplement items (positions 858-932);

6. SPSS-X control cards for the first follow-up student file;

7. SAS control cards for the first follow-up student file;

8. SAS system file for the first follow-up student file;

9. **The second follow-up** raw data file consists of the following items:[8]

   a. Randomized ID number (positions 1-7, file 1),
   b. Second follow-up student questionnaire data (positions 8-653, file 1),

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[8] Because the number of variables in the student data file exceeds the amount allowed by SPSS-X, the data file has been split into two files.

   c. Second follow-up weights, flags, and test scores; and other composites (positions 8-268; 339-603, file 2),
   d. Second follow-up new student supplement data with equivalent base year data mapped into the new student supplement items (positions 269-338, file 2). These variables are described more fully in section 7.2.3 below.

10. SPSS-X control cards for the second follow-up student file;

11. SAS control cards for the second follow-up student file; and,

12. SAS system file for the second follow-up student file.

7.2.1 Identification Codes

The first variable on all of the raw data files, STU_ID, is a unique seven-digit student identification code. This number remains with the student throughout NELS:88. To link student records across two or more waves of the survey (1988, 1990, and 1992) or between survey components (student, dropout, teacher, school, parent, and transcript), analysts should use STU_ID.

The student ID code consists of a five-digit base year school ID followed by a two-digit student code. Though both sets of numbers were randomly assigned to maintain confidentiality, the IDs contain embedded linking, stratum, and PSU information.[9] Students added to the first or second follow-ups through freshening were linked to a core sample member. The base year school ID of the linked student was used as the root of the added student's ID. Thus, in all cases, the student ID links the students and dropouts to a base year school.

7.2.2 The Student Survey Instruments

The logical record length, block size, and record layout for the second follow-up student data file appear in Appendix G. This layout shows how variables are ordered within each student data record on the file. Information was collected directly from respondents in two source documents, the student questionnaire, and the new student supplement (NSS).[10] Results from the student questionnaires appear at the beginning of each student data record, in the same order as the questions appear in the printed questionnaires; data collected in the NSS appear at the end of each student data record. Appendix K contains a copy of the second follow-up student questionnaire and the new student supplement.

The variables in the record layouts are identified by the SAS and SPSS-X variable names that have been designated for each data element. No more than eight characters may comprise a SAS or SPSS-X variable name. The first three characters of the variable names from the student questionnaire or the NSS indicate the survey wave in which the variable was created, as well as the source document used to collect the information. Thus, BYS in the prefix of the variable name indicates a base year student questionnaire item. F1S or F2S in the prefix of the name refers to a student item in either the first follow-up (the 1990 round) or the second follow-up (the 1992 round). F1N or F2N refer to the NSS source document for either the first follow-up or the second follow-up. The naming scheme for items that report student responses is completed by the suffix of the variable name, which consists of the question number and part. For example, F1S23H is question 23, part H from the first follow-up student questionnaire; F2N19E is question 19, part E from the new student supplement.

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[9] Analysts who are employing variance estimation software should note that the student ID reflects the NELS:88 sampling plan in the following way: the left-most two digits of the ID represent the stratum identification number for the case; the middle three digits are the primary sampling unit (PSU) for the school; and the last two digits identify the student uniquely within the stratum and PSU.

[10] Information collected in the dropout questionnaire is reported on a separately-released data file. Data collected for early graduates are included on a separate CD-ROM that is not in the ECB format. See section 7.3.2 for additional information about this CD-ROM.

The New Student Supplement. In the first and second follow-ups, new students were added, or freshened, to create nationally-representative sophomore and senior cohorts. It was necessary to collect basic social information, already asked of earlier participants, for the new students. It was also essential to collect the same type of information for nonresponders in early rounds who subsequently participated in the study. Newly eligible students, freshened students, and former nonresponders were therefore asked to complete new student supplement booklets.

The NSS collects some 70 respondent-reported facts about new participants, their families, and households. The characteristics reported in the NSS are routinely used as key independent or control variables in analyses of education outcomes. For this reason, the responses of new participants are merged with responses of earlier participants to the same questions. These earlier responses have already been released in the original data sets in which they were collected. The NSS variables are constructed by merging the same characteristics for all cases, regardless of the year or the source document in which the characteristics were first collected from the student. The NSS variables were constructed in this way as a convenience to users, who would otherwise need to locate and merge the information with earlier waves on their own. Note that it is a simple matter to divide these items by subgroups of students who participated in each survey wave through the use of the flags described in section 7.1.1. For example, F2NSSFLG allows users to select only cases on which these data were collected in the second follow-up survey wave and review their response distributions separately.

The NSS begins with information on the student's mother and father, such as education level attained, employment, and occupational category. These are important indicators of the level of social resources that may be available to students. They are also fundamental assets that mediate the efforts of teachers, schools, and communities to educate students.

The NSS collects the number of brothers and sisters present in the family, and the student's birth order within it, both of which are meaningful to analysts of personality formation and behavior. Whether or not siblings have left school prior to graduation appears to be a key predictor, when combined with a number of other predictors that are measured within NELS:88, of the probability that a sample member will also subsequently drop out of school. Religious background, reading and writing fluency in the student's native language, and whether or not the student first learned to speak in English or another language are additional patterns that may influence how learning occurs.

The supplement captures information that reveals the student's exposure to a variety of material goods in the home which may affect education. For example, access to personal computers, books in the home, and specific places for study are important elements of the household and family context that affect the educational development of the student.

Many NSS items become building blocks in the construction of composite variables, such as socioeconomic status, which combines items from both student and parent source documents. Appendix H lists the specifications for socioeconomic status and other composites provided on the second follow-up data records.

The new student supplements are subjective reports by student respondents. The distribution of race and gender in particular may differ in these self-reports from the composite variables F2RACE1 and F2SEX that appear elsewhere on the student data records. The composites replace missing values in the NSS self-reported characteristics with information from school records or the results of imputation procedures (i.e., inference of gender from first name). Additionally, in one particular instance with high student over-reporting--American Indian race/ethnic status in the base year--parent reports were used to override student reports when the two disagreed.

F2N17 (student race in the NSS) is a qualitatively different measure from F2RACE1. The first variable reports the sample member's own identification with a racial or ethnic category at a particular moment. Many researchers are keenly interested in how students respond to the stimulus, "Which best describes you?" when presented with a set of categories. Even refusals to this item are of interest to methodologists, questionnaire designers, and scholars who examine race relations in America. It is desirable to preserve the original responses for such investigators. Other analysts, interested in race/ethnicity mainly as a control variable, will prefer the composite that uses additional information sources (and may give preference to one source over another if they disagree) to supplement student self-reports.

In order to clarify these differences for users, the codebook entries for the race and gender NSS items include comments on the meaning of these student reports and point users to the race and gender composite reports as well.

7.2.3 Composite Variables

Composites variables are constructed in order to enhance substantive analyses. Since research questions frequently require independent or control variables such as the urbanicity of the school, the socioeconomic status of the family, or the gender of the individual, a large set of classification variables has been carefully constructed and added to the records. Complete specifications used to create these composite variables can be found in Appendix H for the second follow-up. (In the respective data file user's manuals, see also Appendix H for base year composites and Appendix I for first follow-up composites.)

Most composite variables are constructed from two or more sources. These may be combinations of questionnaire items from the same or different NELS:88 data files, in the same survey year or across different survey waves. Some composites are drawn from an external sampling resource that is unavailable to users, or utilize an external conceptual scheme in order to rank order or otherwise recode survey data. A few composites are sufficiently central to analyses that they are constructed in each round of the survey. Some values should change over time; for example, if a student transfers from one school to another, then school control type, urbanicity, region and so on may change as well. Some variables, such as race/ethnicity and gender, should in theory be constant for an individual student over time, yet in practice may change if new information improves upon the old. For example, a race/ethnicity composite is constructed for all student sample members, regardless of actual participation in NELS:88. In the situation in which a former nonparticipant later takes part in the survey, the value of the race composite may in very rare instances change from a value that had been imputed on earlier data sets. Such differences over time illustrate how the validity of certain classification variables is strengthened over time. The most recent round in which such a variable appears contains the best information for students who participated in that wave of NELS:88. The derived variables are described in detail in Appendix H along with flags and weights in the order in which they appear on the data file.

Demographic Composites. Many of the NELS:88 composite variables are respondent demographic characteristics. F2SEX represents student gender while F2RACE1 and F2RACE2 represent the first of two race/ethnicity composites that have been constructed for the second follow-up. These variables are important to so many research questions that missing data cannot be tolerated. Note that this is a different approach than the methods described for the new student supplement variables, upon which several composites build and in which missing values are retained. The values for each of these characteristics were taken directly from the analogous first follow-up composites or from second follow-up new student supplements. If these sources were not available or contained missing data, sample member gender was taken from base year school rosters. Any cases that still suffered from missing values had gender imputed from the respondent's first name or if that could not be done unambiguously, the value for F2SEX was randomly assigned. F2RACE1 also was constructed from several sources of information. The first source was the student self report (from either the base year student questionnaire or the first or second follow-up new student supplement). If the student information was missing or, for student-reported race of American Indian, inconsistent with that of the base year parent report, the values from the parent questionnaire were used. If F2RACE1 was still missing, the race as identified on the school roster was used. For sample members who report in F2RACE1 that their race is Asian, Pacific Islander or Hispanic, F2API and F2HISP divide these categories into subcategories. F2BIRTHM and F2BIRTHY indicate the month and year in which each sample member was born.

Socioeconomic Status. The second follow-up files contain three versions of a continuous variable, "F2SES-", which indicates the sample member's socioeconomic status. F2SES1 was derived from the base year parent questionnaire data, the base year student questionnaire data, or the first or second follow-up new student supplement data. Both F2SES2 and F2SES3 are constructed with second follow-up parent questionnaire data. F2SES3 incorporates the 1989 revision[11] of Duncan's Socioeconomic Index (SEI), whereas F2SES1 and F2SES2 utilize the original (1961)[12] version that was used in NLS-72, HS&B, and the NELS:88 base year and first follow-up.[13] F2SES1 has been constructed for all sample members and appears on the student and dropout files, but F2SES2 and F2SES3 appear only on the parent component data file and, therefore, have only been constructed for the subset of student and dropout sample members for whom parent data were collected.

F2SES1 is constructed in the same way as the first follow-up socioeconomic status measure. Student socioeconomic status is estimated from the base year parent questionnaire, the primary source for F2SES1; only F2SES2 and F2SES3 utilize second follow-up parent data. The composite is constructed with the values of five standardized components: father's and mother's educational levels, father's and mother's occupations, and family income. For cases without parent data, student data were used from either the base year student questionnaire or the first or second follow-up new student supplement. The first four components from the student data are the same as the components used from the parent data and a ranking of material possessions was substituted for family income. F2SES1Q is simply the F2SES1 *quartile* to which a respondent belongs.

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[11] Naka , K., and Treas, J. (1992). *The 1989 Socioeconomic Index of Occupations: Construction from the 1989 Occupational Prestige Scores*: General Social Survey Methodological Report No. 74. Chicago: NORC.

[12] Duncan, O.D. (1961). "A Socioeconomic Index for All Occupations." In *Occupations and Social Status*, A.J. Reiss et al. eds, New York: Free Press.

[13] Note that one value in the occupational prestige scale was transposed in earlier releases of the socioeconomic status composite variable and has been corrected for all second follow-up releases of F2SES1.

Composites of School-level Characteristics. The composites of school-level characteristics provide information on key characteristics of sample members' second follow-up school. Note that school-level composites for students who have dropped out of school appear only on the second follow-up student component data files. Special coding of verbatim responses in the dropout questionnaires was conducted to capture the "school last attended" by that the sample member reported in that document. School-level composites were then built for dropouts using the "school last attended."

G12CTRL1 classifies the student's second follow-up school by type of control: public, Catholic or other private, with private schools divided into other religious, no religious affiliation, or affiliation unknown. G12CTRL1 is primarily reported from the school administrator questionnaire.

G12URBN3 is a three-category composite that reflects the type of place in which the student's public school district, Catholic diocese, or, for other private schools, county is located. The categories are urban, suburban and rural. The information was obtained from QED, or when missing, looked up in the U.S. Bureau of the Census, *Statistical Abstract of the United States: 1992* (112th edition), Washington DC, 1992, pages 896-904, and added to the files. This composite is analogous to the variable that was used in HS&B and in NELS:88 sampling.

G12REGON indicates in which of the four U.S. Census regions the student's second follow-up school is located (Northeast, Midwest, South, West). It is created by collapsing the values of the state in the school address.

On the restricted use student file, G12STATE identifies the state in which each sample member's school was located.

Composites of Student-level Characteristics. Two composites capture the student sample member's perception of how chance, versus one's own actions, affects the way that life unfolds. Both draw on items that are in the second follow-up student and dropout questionnaires. The first "Locus of Control" construct is designed to be as comparable as possible with similar variables that were created for the NLS-72 and HS&B surveys. In order to achieve this comparability, F2LOCUS1 comprises fewer items than F2LOCUS2. A standardized quartile (created by applying the student weight to scores) is represented in F2LOCU2Q.

Similarly, two constructs that attempt to capture the student sample member's level of self-esteem appear on the parent files. The first, F2CNCPT1, is designed to be as comparable as possible to parallel items in NLS-72 and HS&B, while the second, F2CNCPT2, uses the full set of second follow-up student questionnaire items that are available for operationalizing the concept. The quartile, F2CNCP2Q, is a weighted reflection of the more elaborated self concept measure.

F2F1SCFL indicates whether or not a sample member's school data were collected from the same school during the first follow-up and second follow-up. This variable does not indicate that a student was at the same school continuously (some small portion of students may have moved from a first follow-up school, then subsequently returned to the school by the time of data collection in the second follow-up). This variable is included on the restricted use student file.

Transcript Flags, Indicators, and Composites. A large number of transcript variables are included on the student file and are described in detail in Appendix H. These variables include transcript flags, school-level composites, student and course-level composites, New Basics composites, NAEP-equivalent New Basics composites, and subject-area composites.

Cognitive Test Variables. Cognitive test variables are also included on the student file and are described in detail in Appendix H.

7.3 Guide to the NELS:88 Codebooks

The codebooks that have been provided for each wave of the survey fully describe and assist with interpretation of each of the variables on each of the data files. The codebooks summarize all key information for each data element, including:

- the variable name, question number and content;
- the tape position and format on the file for each variable;
- valid and/or missing responses to each item; and,
- the unweighted frequency counts, percents, and weighted percents for each response category.

Two related types of codebooks are provided for NELS:88--a hardcopy codebook and an electronic codebook (ECB). Both forms of the codebook chronicle the details analysts need to interpret properly the results of each item: the exact wording of the question that was presented to the respondent, the distribution of all legitimate answers among survey participants, the location and type of data element for each variable on the file, as well as names and labels provided for use with statistical software. For some items the basic presentation is supplemented with additional notes about using the data. The first type of codebook, the hardcopy codebook, is central to the documentation that is included in the NELS:88 data user manuals. Hardcopy codebook displays are described and illustrated in section 7.3.1 below.

The second type of codebook is the NELS:88 electronic codebook (ECB). The electronic print files that are produced by the hardcopy codebook software are used as the foundation (the input files) for the ECB software. ECBs provide several advantages. First, the NELS:88 ECBs reside on CD-ROM and, given the right equipment and software, can be accessed by and copied to a user's own personal computer. The NELS:88 data sets have also been released on CD-ROMs, a far more concentrated medium for archiving information than magnetic tapes. The PC mode is both more convenient and less expensive than mainframe operations for most users. Second, ECBs permit users to scroll through the same variables and survey results found in all versions of the codebooks electronically. In addition, analysts interact with the ECB software to select only those data elements needed for the user's specific analyses. The result is a user-controlled subset of the variables that is fully equipped with the tools required for statistical analysis. The labor-intensive steps that were formerly required to accomplish these preliminary steps to analysis, such as typing in exact variable names, have been rendered obsolete by the ECB system. Additional information on ECBs is given in section 7.3.2.

7.3.1 Hardcopy Codebooks in NELS:88 Data User's Manuals

Both the hardcopy and the ECB versions of the NELS:88 codebooks contain the basic information available on each variable in the NELS:88 data sets. Therefore, even those readers who plan to use ECBs should be familiar with the material in this subsection in order to take full advantage of the ECB.

Figure 7-1 is an illustration of the information provided in the codebooks for each data element. Each portion of this example is numbered and explained below.

Figure 7-1
An entry in the student codebook

(1) Question 7G
(2) Tape Pos. 20-20
(3) Format: I1

(4) F2S7G (5) FIGHTS OCCUR OFTEN BTWN RACIAL/ETHNIC GROUPS

(6) Fights occur often between different racial or ethnic groups

(7)	RESPONSE	(8) CODES	(9) FREQ	(10) PERCENT	(11) WGTD PCT
	STRONGLY AGREE	1	894	4.2%	5.4%
	AGREE	2	3019	14.2%	18.2%
	DISAGREE	3	7736	36.5%	47.0%
	STRONGLY DISAGREE	4	5223	24.7%	29.4%
(12)	RESERVED CODES:				
	NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
	MISSING.	8	320	1.5%	(MISS)
	Totals:		21188	100.0%	100.0%

Explanations:

1. Question number: In the student files, question number is the same as the student questionnaire item number for variables taken directly from the student questionnaires. Composite variables and other items such as flags and weights have variable names that reflect their content.

2. Tape position: This item gives the starting and ending tape position of each variable on the data tape.

3. Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.

4. SAS and SPSS-X variable name: Each variable in the data set is identified by a unique SAS and SPSS-X variable name. Data indicators (such as flags and status codes) and composite variables are given mnemonics that help identify them. For example, G12REGON is used for Grade 12 Census region, and F2SES1 is used for one of three second follow-up socioeconomic status variables. Users should refer to the variable by its SAS (SPSS-X) variable name in any computing procedures, rather than by its question number.

Figure 7-1 (continued)
An entry in the student codebook

5. SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as that which appears on the SAS (SPSS-X) data definition cards included on the tapes or CD-ROM.

6. Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

7. Response categories: This item provides either the original response categories in the case of questionnaire items or the recoded or constructed response categories for special variables such as a statistical weight. For display in the codebooks, continuous or very sensitive variables have been recoded to collapse all valid values into one or a few response categories. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

8. Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skips and so forth.

9. Frequency counts: This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth.

10. Unweighted percentage frequencies: This column displays the frequency counts of item 7G as percentages. All records that were processed are included.

11. Weighted percentage frequencies: This column displays percentages based on response counts weighted up to the relevant population. Cases with reserved code values are excluded from the computation.

12. Reserved codes: In this data set certain codes, termed "reserved codes" have been chosen to always stand for certain situations. These reserved codes and their interpretations are:

6=multiple response	more than one response where only one response was called for.
7=refusal	respondent refused to answer an item or refused to resolve a multiple response where only one was called for, either at the time of the questionnaire administration or at telephone follow-up;
8=missing data	data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data;

Figure 7-1 (continued)
An entry in the student codebook

9=legitimate skip	because of responses to preceding questions, data for this item should not be present for this respondent; that is, the value is legitimately missing.

These reserved codes are the same as those used in the NLS-72 and HS&B surveys. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the left-most columns are filled with 9's (e.g., 96, 996, 9996).

Note that in the example shown in Figure 7-1, cases representing nonrespondents and dropouts (the latter do not respond to the student questionnaire) are shown on a separate line and represent nearly 19 percent of the total distribution.

Finally, additional comments and notes may be included and displayed below the standard information in the codebooks described in Figure 7-1. These comments alert researchers to the potential for nonresponse bias, a relation to another similar variable or composite, a recoding of a continuous variable in order to improve the codebook presentation, or to recodes or suppressions of sensitive data for confidentiality purposes.

7.3.2 The NELS:88 Electronic Codebook System (ECB)

The electronic codebook combines the convenience, simplicity and cost efficiencies of personal computers (PCs) with CD-ROM technology. Thousands of NELS:88 variables, the extensive statistical software programs and commands that transform the data in analyses, and electronic versions of data user manuals reside on a single CD-ROM. All are accessible with the MS-DOS operating system and statistical and word processing software that the user is likely already accustomed to working with on his or her own PC; however, a user must already have access to PC-SAS or SPSS-PC. Virtually all steps that must be undertaken prior to actual analysis on the data files may now be conducted within the ECB.

The ECB software is designed to acquaint the user with the available survey measures and responses by means of on-line, fully documented codebooks. Users may browse through the documentation, searching on both variables names, labels, and question text to find items that are suitable for the research question at hand. The final version of the ECB includes weighted and unweighted frequency distributions. Users can move quickly in the ECB between questionnaire items, sample indicators, composite variables, or between components of the study and may select variables of interest, up to 255 variables per session. A window shows how many variables have been tagged at any one time. The process culls a set of variables, and only those variables, that are appropriate to the user's own research issue. Since variable names and labels are already in electronic form on the ECB, onerous tasks (such as typing in this information) that were formerly necessary are eliminated. The ECB permits users to write SAS-PC or SPSS-PC program code and/or command statements in order to construct system files of the selected variables. Finally, a print file of a codebook containing the frequencies for only the tagged items is another ECB option. The print file may subsequently be used to generate individualized hardcopy codebooks of the selected variables, providing a convenient reference during subsequent data analyses.

In order to use the new ECB technology, the following are required:

- a NELS:88 Compact Disc;
- a CD-ROM reader, used to read or copy the NELS:88 CD-ROM to a personal computer;
- an IBM-compatible personal computer (PC), minimally a 286 system;
- up to 10 Mb space on the PC for the full ECB system; and,[14]
- a substantial amount of space for the data files. Although up to 165 Mb is required for all publicly-available base year, first follow-up and second follow-up data sets, it is not necessary to copy and/or analyze all of these files simultaneously.

The NELS:88 Compact Disc includes installation procedures, programs and files required by the codebook system, the raw data files and data user manuals (in WordPerfect format).

Different Versions of the ECBs. Table 7.3.2-1 lists three versions of the NELS:88 ECBs that have been created for NELS:88.

The base year school sample is representative of all schools in the nation enrolling eighth graders in 1988. On the first follow-up ECB which includes base year files, information reflecting these schools has been released at two levels of analysis: aggregated at the level of the school (one record for each school), as well as distributed at the level of the students who attended those schools (one record for each such student). However, the second follow-up ECB only includes the base year school data at the level of the student.

The 1994 release of the first follow-up data contains minor adjustments to the cases that are included on the files. For example, sample members found to have been sampled into the study in error have been deleted, and base year ineligible students found to be eligible in the first or second follow-up have been added. A few of the first follow-up variables have also been updated for the second follow-up release of the first follow-up data. Such adjustments are possible in longitudinal studies as new information becomes available or technical advancements become feasible.

Although Table 7.3.2-1 includes both the interim and final versions of the second follow-up CD-ROM, this manual primarily discusses the contents of the final version of the second follow-up CD-ROM. The final second follow-up ECB encompasses thirteen of the major component files through the second follow-up of NELS:88. (The fourteenth major component dataset, the transcript files, appears on the final restricted-use CD-ROM that is not in the ECB format.) Cognitive test variables on all three waves of the survey have been refined and the first follow-up cases have been enhanced by the deletion of ineligibles and the addition of survey-eligible BYI sample members. Both the restricted use and public use CD-ROMs display a weighted and an unweighted frequency window.

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[14] Space requirements will vary by the ECB component that is selected, the number of variables that may be chosen for generation of a hardcopy codebook, and by the statistical package used by the researcher.

Table 7.3.2-1
Three versions of the NELS:88 electronic codebooks

ECB Version	Survey Waves and Components	User Version
First Follow-Up ECB	base year, first follow-up (all components)	public use only
Second Follow-Up Interim ECB	base year, first follow-up, and second follow-up, (student and dropout)	public use only
Second Follow-Up Final ECB	base year, updated first follow-up, and second follow-up (student, dropout, school, parent, and teacher)[15]	public use and restricted use

A number of restricted-use ASCII files are also available on a separate CD-ROM; these files are not in electronic codebook format. These files include 1) the transcript component data file, data file user's manual, and files of SAS and SPSS control cards for transcript data, 2) all first follow-up and second follow-up School Effectiveness Study data files and control cards, 3) the second follow-up early graduate student supplement, 4) the cognitive test item file which is also on the restricted use CD-ROM that contains the ECB, 5) the expanded sample file, and 6) selected zip code-level community contextual variables drawn from the 1990 Census files for NELS:88 schools. Contents of this CD-ROM are more fully described in the *NELS:88 Second Follow-Up Final Technical Report*.

Magnetic tape versions of the public use data can be ordered from the U.S. Department of Education, Information Technology Branch at (202) 219-1522. The NELS:88 public use data on ECB/CD-ROM, which includes documentation for the ECB, can be ordered by calling Peggy Quinn at (202) 219-1743. The ECB is a qualitative advance over older approaches to complex data sets. The ease with which the pre-analysis phase is handled by the ECB is expected to increase both the number and types of users drawn to the NELS:88 database and, consequently, the variety of research topics addressed. Additional development of the ECB concept is expected to add useful enhancements.

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[15] The second follow-up restricted use CD-ROM contains an ASCII file of the student component cognitive test items; however, these items are not in the ECB format.

Critiques and suggestions on the ECB, the hardcopy codebook and other elements of the NELS:88 data user manuals are welcome. Please address your comments to:

Peggy Quinn
U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Room 410H
Washington D.C. 20208
Fax (202) 219-1728

NELS:88 restricted use data on magnetic tapes and on CD-ROM are available at no charge on a restricted loan basis to individuals and/or institutions that obtain an approved license agreement from NCES. To request a license agreement, the individual and/or institution must provide the following information:

- The title of the survey to which access is desired.
- A detailed discussion of the statistical research project that necessitates accessing the restricted NCES survey data.
- The name and title of the most senior official having the authority to bind the organization to the provisions of the license agreement.
- The name and title of the principal project officer who will oversee the daily operations.
- The number, name, and title of professional and technical staff who will access the survey data base. Each professional or technical staff member with access to the data is required to sign and have notarized an affidavit of nondisclosure.
- The estimated loan period necessary for accessing the NCES survey data base.
- The desired computer product specifications, such as medium (9-track tape, CD-ROM, PC diskette), code convention (ASCII, EBCDIC, SAS), etc.

To obtain further details and a license agreement form please write to:

Alan W. Moorehead
Data Security Officer
Statistical Standards and Methodology Division
U.S. Department of Education
Office of Educational Research and Improvement
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555 New Jersey Avenue, N.W.
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APPENDICES

Appendix A

NELS:88 Sources of Contextual Data:
Parent, Teacher, School Administrator, Transcript, and Course Offerings Components

I. Introduction

In addition to surveying students, NELS:88 collected data from students' school administrators, teachers, and parents. In the NELS:88 second follow-up, transcripts were collected for sample members as described below. Data about course offerings were collected from school effectiveness study schools only. These components of NELS:88 provide researchers with contextual sources with which to integrate and analyze the primary student data. The course offerings and transcript data sets also support stand-alone, cross-sectional analyses. The school administrator, teacher, and parent data sets, however, do not.

Information about instrument development and data collection procedures for the contextual components is contained in this appendix. More detailed information about the base year, first follow-up, and second follow-up school, teacher, parent, and student transcript components may be found in the appropriate data user's manuals for each data file. Information regarding the course offerings component is contained in the *School Effectiveness Study Data File User's Manual*.

II. Data Collection Instruments

2.1 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. This school information describes the overall academic climate in terms of enrollments and educational offerings, as well as specific school practices and policies. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of the educational setting. The NELS:88 base year survey provided a national probability sample of eighth-grade schools and a stand-alone school data set. **Because the first and second follow-up school samples do not constitute a national probability sample of schools, the first follow-up and second follow-up school administrator data should be used only to supplement student-level analyses.**

In the base year, a self-administered, forty-minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school administrator designated by the principal. The questionnaire was designed to collect information about school, student, and teacher characteristics; school policies and practices; the school's grading and testing structure; school programs and facilities; parent involvement in the school; and school climate.

The first follow-up school administrator questionnaire covered many of the same topics as in the base year; however, administration time for first follow-up instrument was doubled, to approximately sixty minutes. The questionnaire was completed by the school principal, headmaster, or other school official designated by the principal of sampled schools. New schools brought into NELS:88 by virtue of student mobility (i.e., sample members who transferred to a non-NELS:88 school after the first day of the 1989-1990 school year) were not eligible for the school administrator or teacher surveys.

An abbreviated version of the first follow-up school administrator questionnaire was designed to be administered to school administrators who had not completed a questionnaire before June 1990. These school administrators were surveyed over the telephone during a second data collection period of the first follow-up between January 1991 and June 1991.

The second follow-up school administrator questionnaire covered many of the same topics as the base year and first follow-up school administrator questionnaires. Questions about students' preparation for postsecondary education and employment were new to the second follow-up school administrator questionnaire. The administration time for the questionnaire was forty-five minutes and four of the five sections of the questionnaire were completed by the school principal, headmaster, or other knowledgeable official designated by the school principal to complete the questionnaire. The final section of the questionnaire about school governance and climate was completed only by the school principal.

An abbreviated version of the school administrator questionnaire was also administered during the second follow-up. Appendix J of the *NELS:88 Second Follow-Up: School Administrator Data File User's Manual* contains a list of the items contained in the abbreviated version of the school administrator questionnaire.

2.2 Teacher Questionnaire

The NELS:88 teacher component was designed to provide teacher information that can be used to analyze the behaviors and outcomes of the student sample, including the effects of teaching on longitudinal student outcomes. **The design of this component does not provide a stand-alone analysis sample of teachers, but instead permits specific teacher characteristics and practices to be directly related to the learning context and educational outcomes of sampled students.** The teacher questionnaire is the critical instrument for investigating the student's specific learning environment.

In both the base year and first follow-up, a forty five-minute self-administered questionnaire was completed by selected teachers responsible for instructing sampled students in two of the four cognitive test subjects: mathematics, science, English, and history. In the base year, first follow-up, and second follow-up, teachers were asked to respond to the questionnaire items in relation to a specific list of sampled students enrolled in their classes. In the first follow-up, the teachers of each sample member were chosen when possible from the same two cognitive test areas that were chosen for that student in the base year. In some cases, however, students who were not enrolled in classes in the same subject areas as the base year were evaluated by teachers in another one of the four subjects. In the second follow-up teacher component, a thirty-minute questionnaire was collected for only one of the two cognitive test subjects, mathematics and science, if the student was enrolled in a class in one of the subjects.

The teacher questionnaire attempts to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career goals (e.g., likelihood student will go to college, student motivation, effort, absenteeism, and class participation). Respondents completed this section with respect to the sample members they instructed for a particular subject matter.

- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents). In this section of the instrument, classroom topic coverage ("Opportunity to Learn") items have been articulated with the cognitive tests.

- Information about the school social climate and organizational culture (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).

- Information about the teacher's background and activities (e.g., academic training, subject areas of instruction, and years of teaching experience).

2.3 Parent Questionnaire

The parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The objective of the parent questionnaire was to provide data that could be used primarily in the analysis of student behaviors and outcomes, and only secondarily as a data set by itself. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student may not be familiar, such as parental education and occupation, and contained more sensitive questions about income, postsecondary educational costs and financial aid decisions, and religious affiliation. English and Spanish language versions of the questionnaire were made available to parents in both the base year and second follow-up.

In the base year, a self-administered thirty-minute questionnaire was completed by one of the student's parents on about the same date that the student questionnaire and eighth-grade tests were administered. Parents of sample members were not surveyed in the first follow-up, and in the second follow-up a self-administered forty-minute questionnaire was mailed to parents. One focus of the second follow-up questionnaire is postsecondary educational costs and financial aid decisions. Because this information was not available to most parents until the spring of 1992, the parent questionnaire was mailed to parents in May 1992, after most student data collection was complete. The instructions in the questionnaire and accompanying letter directed the most knowledgeable parent or guardian, defined as the parent who knows the most about the student's (or dropout's) educational activities and related behaviors, to complete the questionnaire. In accordance with this definition, the respondent was self-selected.

2.4 Transcript Component

The sample for the Transcript Survey includes all sample members attending selected NELS:88 schools at the time of school selection, and all dropouts, alternative completers, and early graduates. The collection of transcripts for the eligible NELS:88 sample members facilitates two important research efforts:

- the validation of certain data--including high school coursetaking, course grades, and attendance data--provided by students in their responses to First and Second Follow-Up questionnaires; and,

- the investigation of coursetaking patterns by student characteristics, and the relationship of such patterns to students' postsecondary activities and achievement.

The following data elements were abstracted from transcripts:

Student-level

- number of absences per year or term;
- rank in class* and class size;*
- date student left school;*
- reason student left school* (graduated, transferred, etc.);
- cumulative GPA; and,
- standardized test scores for the PSAT, SAT, ACT, College Board Achievement, and Advanced Placement tests.

Course-level (for courses taken in grades 9 (or 10) through 12)

- course title,* department, and number;
- year,* grade level,* and term course* taken;
- number of credits earned;* and,
- grade awarded.*

*Asterisks denote a critical item.

2.5 Course Offerings Survey in School Effectiveness Study Schools

The course offerings survey was designed to collect valuable information about high school programs and the educational experiences of high school students. When used with transcript data, course offerings data facilitate the investigation of coursetaking patterns by student characteristics and the relationship of these patterns to student outcomes. **Because only School Effectiveness Study schools were eligible for the course offerings survey, the data set also supports stand-alone analyses of coursetaking patterns and enrollment rates in urban and suburban schools in large MSAs.**

A course catalog with descriptions for all courses offered during the 1991-92 school year was the preferred format for course offerings data. A small number of schools were able to provide only master teaching schedules, student handbooks with course lists, or course registration forms.

III. Data Collection

3.1 Base Year Data Collection

In the base year, data were collected from 22,651 parents, 5,193 teachers, and 1,035 school administrators in 1,052 schools. Data collection was accomplished through self-administered instruments that were mailed to respondents' households or sampled schools.

3.1.1 Base Year School Administrator Survey

For the school survey, the school principal or headmaster was asked to complete a self-administered questionnaire. Like the base year teacher survey, questionnaires for school administrators who did not initially return their completed questionnaire were collected through telephone follow-up.

3.1.2 Base Year Teacher Survey

A self-administered teacher questionnaire was distributed to selected eighth-grade teachers of the sampled students. After the initial return of self-administered teacher questionnaires, questionnaires for the nonresponding teachers were collected through telephone follow-up.

Teachers were selected in two of four subject areas: mathematics, science, English, and history. Each school was randomly assigned to one of the following combinations of curriculum areas: mathematics and English; mathematics and history; science and English; and science and history.

In each NELS:88 school, data were collected from each sampled student's current teacher(s) in the two designated subject areas. This selection procedure was designed to ensure representation of mathematics or science curriculum and English or history in all schools. Combinations of English and history as well as science and mathematics were excluded by the design. The design also achieved balanced representation of the four curriculum area combinations across the school variables of control (public, Catholic, and other private); level (elementary, middle, junior-senior high school); geographical stratum; and school size.

3.1.3 Base Year Parent Survey

A self-administered questionnaire was hand-delivered by each sampled student to his or her parent or guardian. The questionnaire included a written request that it be completed by the parent or guardian who is most familiar with the student's current school situation and educational plans.

Parents who failed to return a completed self-administered questionnaire were surveyed over the telephone or in face-to-face interviews. Following telephone prompting of nonrespondents, an interviewer would attempt to administer the interview over the telephone. If the interviewer was unable to complete the interview over the telephone, the interviewer made a personal visit to the respondent to conduct a face-to-face interview.

3.2 First Follow-Up Data Collection

Data collection procedures for the first follow-up school and teacher components were similar to the data collection procedures of the corresponding base year surveys. Like the base year contextual components, self-administered instruments were sent to the participating schools for distribution to the school administrator and designated teachers.

3.2.1 First Follow-Up School Administrator Survey

In the spring of 1990, the chief administrators of all schools with first follow-up sample members still in attendance were asked to complete a self-administered school administrator questionnaire. Unlike the base year school administrator survey, first follow-up school principals could designate another knowledgeable school official to complete the first six of seven sections of the questionnaire. The seventh section of the questionnaire which contained items on school climate was completed only by the school's chief administrator. This change was introduced to lower burden and increase participation, since the first follow-up school questionnaire was more than double the length of the base year instrument.

The school administrator data was collected in two data collection periods. At the close of the initial data collection period, 77 percent of eligible school administrators had completed a self-administered questionnaire. In the second data collection period, interviewers conducted an abbreviated version of the school administrator questionnaire over the telephone with the school principals. Abbreviated versions of the questionnaire were completed for 21 percent of the respondents, and at the end of the second phase of data collection the school response rate was 97 percent.

To ensure comparability of data across the two data collection periods, principals were instructed, during the follow-up period, to reference the 1989-1990 academic school year in their responses. In the event that the school principal from the spring of 1990 was no longer at the school, the next highest administrative official who held a position at the school during the 1989-1990 school year was asked to complete the mail survey or telephone interview.

3.2.2 First Follow-Up Teacher Survey

In the NELS:88 first follow-up teacher survey, up to two teachers of each first follow-up sample member were asked to complete a self-administered teacher questionnaire. To maximize longitudinal comparability of teacher data, NELS:88 first follow-up teachers for each student were selected in the same subject combinations as in the base year: mathematics-English, mathematics-history, science-English, or science-history. Freshened students who were not enrolled in the eighth grade in the base year, and hence, not assigned a subject combination previously, were assigned the subject combination of their base year "linked" partner. If a student were only enrolled in one of the four subject areas, then only one teacher report was collected for the student.

In some situations a teacher report was collected in a subject area other than the student's assigned subject combination. If a student were not enrolled in classes in his or her assigned subject area, then a teacher report was collected in another one of the four subject areas. Additionally, the subject area of the student's teacher report was sometimes substituted with another subject area in order to reduce the burden of the teacher survey on teachers who were asked to report on eight or more NELS:88 students.

Possible student-teacher subject pairings in the base year and first follow-up were as follows:

Base Year

English..........Mathematics
History..........Mathematics
Science..........History
Science..........English

First Follow-Up

English..........Mathematics
History..........Mathematics
Science..........History
Science..........English
Science..........Mathematics
English..........History
English..........English[1]
History..........History
Mathematics....Mathematics
Science..........Science

Data collection for the first follow-up teacher survey occurred in two phases. During the initial data collection effort from January to July 1990, questionnaires were distributed to teachers at NELS:88

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[1] Same-subject pairings pertain to situations in which either a) different teachers instructed the sample member in the same subject but different courses, or b) the same teacher instructed the sample member in two different courses of the same subject matter.

schools. Nonresponding teachers were pursued during the second data collection effort beginning in January of 1991. In the second data collection effort teacher questionnaires were mailed to 2,671 nonresponding teachers who were instructed to complete the questionnaire with respect to the first follow-up sample member(s) who was enrolled in a particular class the teacher instructed as of spring 1990. No additional follow-up procedures were undertaken during the second phase of data collection.

3.3 Second Follow-Up Data Collection

In the second follow-up, data collection procedures involved mailing a self-administered questionnaire to school principals, teachers, and parents. Two weeks after the initial mailing, a postcard reminder was mailed to respondents who had not yet returned a completed questionnaire. Two weeks after the postcard was mailed, telephone interviewers called the respondents to prompt them for the return of the completed questionnaire. Three weeks after the telephone prompt, telephone interviewers began calling any respondents who had not yet completed a questionnaire to attempt to complete the interview over the telephone.

For the course offerings and transcript surveys, data collection forms were mailed to principals and other school staff, with follow-up over the telephone and in person.

Figure A-1 shows the data collection field periods for all components of the NELS:88 Second Follow-Up study.

3.3.1 Second Follow-Up School Administrator Survey

In February 1992, school administrator questionnaires were mailed to the principal or headmaster of selected NELS:88 schools with second follow-up sample members still in attendance. Completed self-administered questionnaires and telephone interviews were collected from February through early July 1992. For any interviews conducted after the end of the 1991-1992 academic year, school principals were asked to refer tc the previous academic year.

As in the first follow-up the school principal or headmaster could delegate all but one of the sections to another knowledgeable school official. The school principal only was asked to complete the fifth section of the questionnaire on school governance and school climate.

Because questionnaires from school principals were completed in two different modes of data collection, by self-administration and over the telephone, a number of steps were taken to minimize any mode effects. Telephone interviewers were trained to adapt the questions in a way which made sense when asked over the telephone. If the principal had a copy of the questionnaire, they were encouraged to read along in the questionnaire as the interviewer asked the questions over the telephone.

3.3.2 Second Follow-Up Teacher Survey

In the second follow-up teacher survey, one teacher report was collected for each student attending a NELS:88 school if the student was enrolled in a mathematics or science class. For students enrolled in both a mathematics and a science class, only one teacher report was collected. The subject area of the teacher report collected for students enrolled in both a mathematics and science class was the same subject area of the teacher surveyed for the student in the base year teacher survey. Some students who were enrolled in both a mathematics and a science class were added to the first follow-up or second follow-up through freshening. For these freshened students, the subject area of the teacher surveyed was the base year selected subject of the student's linked partner in the freshening procedure.

The teacher survey was designed to articulate with the student cognitive tests and to minimize the amount of time between the collection of the student and teacher reports. Because students were surveyed at NELS:88 schools from January 1992 through the end of the 1991-1992 academic year, self-administered questionnaires were mailed to teachers in two mailings depending on when the students at the school were surveyed. Teachers at schools at which the students were surveyed before April 1, 1992, were mailed a questionnaire in early February 1992. Teachers at schools at which the students were surveyed on or after April 1, 1992, were mailed a questionnaire in early March 1992.

For most students a teacher report was collected from the fall term teacher in the selected subject. However, if the students at a school were surveyed on or after April 1, 1992, then the teacher questionnaire was mailed to the spring term teacher of the selected subject for the student. This design was based on the assumption that early in the spring term, the fall term teacher was the most familiar and could most fully assess the student.[2] After April 1, a teacher report was collected from the spring term teacher because at that time the spring term teacher was more likely to have had sufficient interaction with the student to make a full assessment of the student in the teacher questionnaire, and the fall term teacher might have difficulty recalling a student he or she had not instructed in several months. Interviewing the spring term teacher for students interviewed in school data collection sessions after April 1 also provided better articulation with the student cognitive tests than interviewing the fall term teacher in late spring.

Two weeks after the teacher questionnaires were mailed, nonresponding teachers were prompted for the return of the questionnaire with a postcard reminder. Two weeks after the postcard reminder was mailed to teachers, nonresponding teachers were prompted for the return of the questionnaire over the telephone. Teachers who did not respond after the postcard and telephone prompts were interviewed over the telephone.

To minimize mode effects between self-administration and telephone administration of the instrument, interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, teachers were asked to read along in the questionnaire during the telephone interview if they had the copy of the questionnaire mailed to them.

3.3.3 Second Follow-Up Parent Survey

In the second follow-up, a forty-minute questionnaire was mailed to the parent or guardian of NELS:88 students in May 1992. Like the base year parent survey, the instructions in the questionnaire and accompanying letter directed the parent or guardian who was most knowledgeable about the teenager's current situation to complete the questionnaire. In accordance with these instructions, the respondent was self-selected.

Whereas the base year parent survey asked parents to complete the questionnaire near the same time the student was interviewed, the second follow-up instrument included questions about postsecondary educational costs which precluded an exact temporal correspondence between the administration of the two surveys. Because many students and parents do not receive financial aid decisions until late in the spring of the teenager's twelfth-grade year, the parent questionnaires were mailed in May 1992, to ensure that the parents and guardians would be able to answer these questions fully. For parents who completed the interview after the end of the 1991- 1992 academic year, the parent questionnaire instructed parents to refer to the spring of 1992 when answering questions about the teenager's school life.

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[2] Of course, in most instances the fall and spring term teacher were one and the same person.

The parent instrument was designed as a self-administered questionnaire, but many parents completed the survey over the telephone with an interviewer. To minimize any differences between the two modes of administration, interviewers were trained to adapt the questions to make sense when asked over the telephone. Interviewers also encouraged parents to read along in the questionnaire if they had their copy of the self-administered questionnaire available.

3.3.4 Course Offerings

Course offerings documents were collected from selected NELS:88 schools in the fall of 1991. Additional documents were collected as necessary during transcript collection and processing. The majority of schools provided catalogs with descriptions of the courses offered during the 1991-92 school year. For School Effectiveness Study schools, the following data elements were abstracted from course offerings documents:

- course title;
- course number;
- duration of the course (e.g., year, semester);
- credits awarded for successful completion of the course (standardized to Carnegie units); and,
- term offered.

Courses were coded using school or district course descriptions, if available, according to the Classification System of Secondary Courses, updated for the 1990 NAEP High School Transcript Study.

3.3.5 Transcript Component

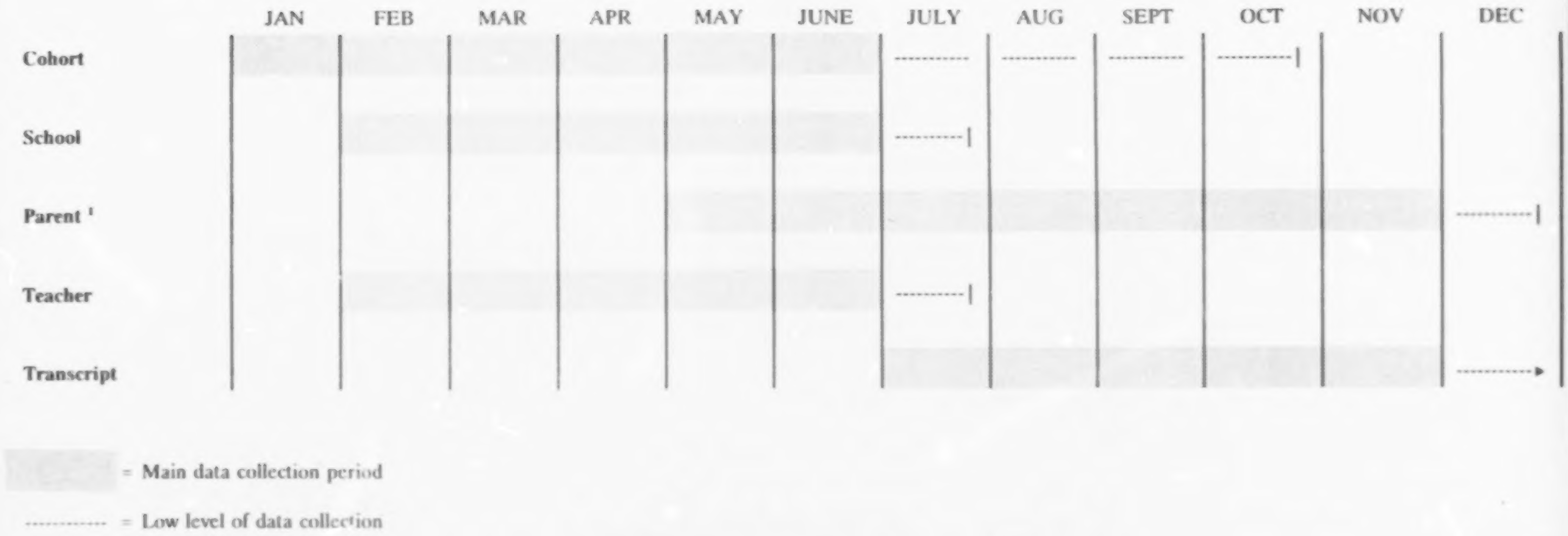
In August 1992, transcript survey materials were mailed to the principals of the NELS:88 and non-NELS:88 schools attended or most recently attended by sample members eligible for the survey. Because of the variability in transcript format across schools, explicit instructions for transcript preparation were provided. School staff were asked to retrieve from alternate sources any data elements that were not included on the school's transcripts. Transcript preparers were also asked to note any in-school survey session day transfers on survey documents, to facilitate the pursuit of additional records from transfer schools.

Two weeks after survey materials were mailed, nonresponding principals were prompted for the return of transcripts with a postcard reminder. Principals who did not return transcripts within three weeks of the postcard prompt were prompted over the telephone. Telephone prompting of nonresponding principals continued from October 1992 to February 1993. Field visits to schools requesting assistance in the preparation of transcripts were conducted in February and March.

Abstraction of student- and course-level data from transcripts began in October 1992 and continued through March 1993. Retrieval of missing critical items from school staff occurred concurrently. Coding of transcript courses began in November 1992, and continued through April 1993. Courses were coded using the course catalog for the school or district, in accordance with the

Classification System of Secondary Courses, updated for the 1990 NAEP High School Transcripts Study. When a school or district catalog was unavailable, courses were coded by title alone.

FIGURE A-1
NELS:88 SECOND FOLLOW-UP
DATA COLLECTION FIELD PERIODS BY COMPONENT



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1. The NELS:88 Second Follow-Up parent questionnaire included questions abut postsecondary educational costs and financial aid decisions. Because this information is not available to many parents until the end of their teenager's senior year, parent data collection began in May, 1992, to ensure that parents could answer these questions fully.

Appendix B

NELS:88-Related Data Files Available
from the
National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of NELS:88. In the base year survey, these included: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Reformed Christian schools that are members of the Christian Schools International Organization, funded by the Barnabas Foundation; and the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Research in the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students (CDS). The first follow-up wave of NELS:88 also included supplemental components: the state augmentations, continued from the base year; the School Effectiveness Study, supported by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES; and the Base Year Ineligible study (BYI), also sponsored by NCES. The second follow-up wave of NELS:88 included continuations of the base year and first follow-up state augmentations; the school effectiveness study; the continuation of the first follow-up Base Year Ineligibles study; and the continuation of the Christian schools supplement. These auxiliary data files greatly expand and enrich the analytic uses of the study.

In the base year, the NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements. The first follow-up School Effects Augmentation added some 6,400 students to the initial base year retained sample of 21,474 students. The second follow-up added over 1,300 SES students to replace students lost due to attrition (such as transfers and dropouts).

Data for the state augmentations and other supplements discussed below do not appear on the NCES public release files for NELS:88.

Christian Schools Supplement

A sample of Reformed Christian schools that are members of the Christian Schools International (CSI) Organization was drawn to supplement the NELS:88 base year school sample. The sample was selected from CSI schools with probability proportional to eighth-grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the in-school survey sessions held in their schools. Base year sample members and their parents were surveyed again in the second follow-up.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations in the base year by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Three of the four states which augmented their samples in the base year continued to provide funds in the first follow-up for following and collecting data for the initial base year state augmentation samples which were retained in the first follow-up, and two states continued to sponsor instrument supplements in the first follow-up. The second follow-up continued the augmentation supplements in these two states.

Hopkins Enhancement Survey of NELS:88 Middle Grades Practices

The Survey of Middle Grades Practices enhanced the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Effective Schooling for Disadvantaged Students (CDS) of the Johns Hopkins University and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augmented the information in the base year school questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform.

Included in the enhancement survey was an alternative version of an item on classroom organization. This item from the Hopkins Enhancement Survey data was appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see base year school codebook, BYSC18, in the *NELS:88 Base Year: School Component Data File User's Manual*) was asked during the 1987-1988 school year, while the correction item was asked during, and references, the 1988-1989 school year.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of interest to users of the NELS:88 data. These data sets are of special interest for researchers interested in cross-cohort comparisons between the sophomores of NELS:88 first follow-up (1990) and HS&B base year (1980), and, in the future, comparisons of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972.

In addition to the core surveys for HS&B and NLS-72, described in Chapter I, records studies were undertaken, including the collection of the high school transcripts[1] of the sophomore cohort and the collection of postsecondary education transcript[2] and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. Users manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic capabilities of the core data sets, and researchers are encouraged to become familiar with them.

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[1] In addition to the HS&B and NELS:88 high school transcript data available from the NELS program, two other NCES high school transcript data sets are also available, from records studies of graduating seniors in NAEP schools: the 1987 and 1990 High School Transcript Studies.

[2] In addition to the NLS-72 and HS&B postsecondary transcript data files available within the NELS program, postsecondary transcript data are also available for 1985-86 and 1989-90 college graduates, through the NCES 1987 and 1991 Recent College Graduates Transcript Studies. Transcript data will also be collected for college graduates surveyed in 1994 as part of the NCES Baccalaureate and Beyond study.

HS&B Base Year Files

The **Language File** contains information on each student who, during the base year, reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education. The *NELS:88 Second Follow-Up: Parent Component Data File User's Manual* contains a crosswalk between the items included in the HS&B parent surveys and the NELS:88 base year and second follow-up parent surveys.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on non-sampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second, Third, and Fourth Follow-Up Files

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

The **Fourth Follow-Up Sophomore File** includes all base year, first, second, third, and fourth follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling, earnings, and periods of unemployment for this cohort, who by 1992 had been out of high school for ten years. HS&B fourth follow-up data are scheduled to be released in 1994.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings File contains school information, course offerings, data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The **Postsecondary Education Transcript File** for the HS&B sophomores includes transcript data for over 6,000 members of the 1980 sophomore cohort who reported in the follow-up survey that they had attended a postsecondary institution. The data file created for this study includes detailed information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credits earned. An updated transcript file is being prepared as part of the 1992 HS&B fourth follow-up.

The **Senior Financial Aid File** contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan Program and of the Pell Grant program.

The **Sophomore Financial Aid File** includes data on postsecondary financial aid experiences for 1980 sophomores who attended a postsecondary institution. Financial aid data were collected from federal records of the Guaranteed Student Loan and Pell Grant programs, and GSL disbursement data from guarantee agencies participating in the Guaranteed Student Loan program.

The **HS&B HEGIS and PSVD File** contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

NLS-72 Files

The **NLS-72 Base Year Through Fourth Follow-Up (1979) File** contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The **NLS-72 Fifth Follow-Up File** consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the NLS-72 Base Year Through Fourth Follow-Up (1979).

The **NLS-72 Teacher Supplement File** contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the NLS-72 Fifth Follow-Up File and to the NLS-72 Base Year Through Fourth Follow-Up File.

The **Postsecondary Education Transcript Study of the NLS-72 Sample** contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance.)

Appendix C

National Center for Education Statistics, Longitudinal and Household Studies Branch, NELS:88 Publications

NCES NELS:88 Publications

ANALYSIS REPORTS.

Hafner, A., Ingels, S.J., Schneider, B., and Stevenson, D.L. ***A Profile of the American Eighth Grader***, June 1990; NCES 90-458.

Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, September 1991; NCES 91-129.

Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, February 1992; NCES 92-479.

Horn, L., and Hafner, A. ***A Profile of American Eighth-Grade Mathematics and Science Instruction***, June 1992; NCES 92-486.

Horn, L., and West, J. ***A Profile of Parents of Eighth Graders***, July 1992; NCES 92-488.

Kaufman, P., and Bradby, D. ***Characteristics of At-Risk Students in NELS:88***, August 1992; NCES 92-042.

McMillen, M. ***Eighth to Tenth Grade Dropouts***, 1992; NCES 92-006.

Owings, J., and Peng, S. ***Transitions Experienced by 1988 Eighth Graders***, 1992. NCES 92-023.

Green, P.J. ***High School Seniors Look to the Future, 1972 and 1992***, 1993; NCES 93-473.

McMillen, M., Hausken, E., Kaufman, P., Ingels, S., Dowd, K., Frankel, M. and Qian, J. ***Dropping Out of School: 1982 and 1992***, Issue Brief Series, 1993; NCES 93-901.

Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J. ***America's High School Sophomores: A Ten Year Comparison, 1980 - 1990***, 1993; NCES 93-087.

Green, P.J., Dugoni, B.L., Ingels, S.J., and Camburn, E. ***A Profile of the American High School Senior in 1992***, NCES, forthcoming, 1994; NCES 94-384.

Ingels, S.J., Plank, S.B., Schneider, B., and Scott, L.A. ***A Profile of the American High School Sophomore in 1990***, NCES, forthcoming, 1994.

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Technical Report: NELS:88 Second Follow-Up School Effectiveness Study Data File User's Manual
Statistical Analysis Report: Science and Mathematics Teaching and Learning

Appendix D

Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors: Analytical Implications of Design Differences Between the Studies

Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors: Analytical Implications of Design Differences Between the Studies

This appendix discusses the kinds of comparisons that can be made between NELS:88, HS&B, and NLS-72, and the time points at which these comparisons can be made. This appendix also points to issues of similarity and difference in sample design and test and questionnaire content. NELS:88 has been specifically designed to facilitate comparisons with NLS-72 and HS&B. At the "student" level, three kinds of comparative analyses are possible (described below and summarized in Table 1).

1) Cohorts can be compared on an *intergenerational or cross-cohort time-lag basis*. Both cross-sectional and longitudinal time-lag comparisons are possible. For example, (1-A) cross-sectionally, NELS:88 1992 results (when restricted to sample members who are seniors) can be regarded as the third in a series of repeated cross-sections of twelfth graders. That is to say, the status of NELS:88 second follow-up seniors in 1992 can be compared to HS&B base year seniors in 1980, and to NLS-72 seniors in 1972. Longitudinally (1-B), change for NELS:88 1990 sophomores two years later (that is, in 1992, when the cohort included both students and dropouts) can be compared to changes measured in 1982 from a 1980 HS&B sophomore baseline.

2) *Fixed time comparisons* are also possible, in which groups within each study are compared to each other at different ages though at the same point in time. Thus NLS-72, HS&B senior cohort and HS&B sophomore cohort sample members could all be compared in 1986, some 14, 8, and 6 years after each respective cohort completed high school. (For example, employment rates in 1986 of 22, 24, and 32-year old high school graduates can be contrasted.) The only available fixed time comparison using NELS:88 data, however, involves contrasting HS&B fourth follow-up and NELS:88 second follow-up 1992 results. One might, for example, compare the 1992 educational expectations of the two cohorts to explore how 17-18 year olds differ from 27-28 year olds in this respect. Or one might utilize the 1992 life values responses (questions concerning the importance to the respondent of being successful in work, having lots of money, having strong friendships, and so on) to compare HS&B Fourth Follow-Up sophomore cohort members with NELS:88 Second Follow-Up survey participants.

3) Finally, *longitudinal comparative analysis* of the cohorts can be performed by modeling the history of the age/grade cohorts.

NELS:88 trend comparisons need not, however, be strictly limited to NLS-72 and HS&B. Comparisons are also possible using transcript data collected for high school seniors, not only for HS&B 1982 graduates and NELS:88 1992 graduates, but also for 1987 and 1990 graduates in NAEP schools.[1] Other national probability samples as well may provide comparison points.[2]

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[1] Care has been exercised in designing and implementing the academic transcript study in NELS:88 to maximize the comparability of NELS:88 transcript data with the high school transcript data for 1987 and 1990 graduating seniors. While an independent high school transcript study was not conducted in NLS-72, course taking summary information was collected from school records for the 1972 seniors.

[2] For example, major national studies of high school seniors, employing test and survey measures, were conducted in 1960 (Project Talent) and 1965 (the Equality of Educational Opportunity Survey) (see Schrader and Hilton in Hilton [ed.] 1992 for a discussion of comparability issues); also, the high school graduating classes of 1975-93 have been surveyed (and followed up as young adults) by Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth, a key source of trend data on, in particular, drug use and associated factors. (The study added 8th- and 10th-grade cohorts in 1991.) Items that are strictly comparable across such data sets are, however, uncommon.

Table 1: Types of possible NELS:88 trend comparisons to NLS-72 and HS&B

I. Cross-Sectional Comparisons

A. Cross-Cohort Time-Lag Comparisons

1. 1980/1990: 1980 sophomores versus 1990 Sophomores[3]
2. 1982/1992: 1980 Sophomores Two Years Later versus 1990 Sophomores Two Years Later
3. 1979/80-82 Continuous High School Careers of 1980 Sophomores versus 1989/90-1992 Continuous High School Careers of 1990 Sophomores: Transcript Comparison
4. 1972/1980/1992: 1972, 1980 and 1992 Seniors[4]
5. 1972/1982/1992: High School Seniors; Adjustment for nonrepresentativeness of 1982 senior sample[5]
6. 1974/1982(1984)/1994: High School Seniors Two Years Later
7. 1984/1994: High School Sophomores Four Years Later
8. 1986/1998: High School Seniors Six Years Later

B. *NELS:88 Fixed-Time Comparison to HS&B:*

HS&B 1992 (fourth follow-up, ten years out of high school) versus NELS:88 1992 (second follow-up, modal grade = high school senior)

II. Longitudinal Comparisons

Longitudinal comparative analysis of the four cohorts can be performed by modeling the history of the age/grade cohorts. (Also, comparison I-A[2] above, involving use of change data in a time-lag comparison, may be viewed as having a longitudinal dimension.)

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[3] Must exclude all NELS:88 students who are non-sophomores and all non-students (dropouts).

[4] Must exclude all NELS:88 second follow-up dropouts (including alternative completers), early graduates, and students who were not spring term 1992 twelfth graders.

[5] NELS:88 conditions as above (seniors only); HS&B must exclude dropouts and non-seniors and statistically adjust for non-representativeness of senior sample.

Possible Time Points for Comparative Analyses.

Institution-Level Comparisons. Comparisons are not limited to cohorts of individuals; not just the student samples, but also the baseline school samples of NELS:88, HS&B, and NLS-72 are nationally representative, and considerable data have been collected about school-level characteristics. However, the only natural comparison points are of NLS-72 (1972) and HS&B (1980) high schools, since the NELS:88 base year school sample was limited to eighth grades.[6]

Table 2: Nationally-representative school samples in NELS program database

	Representative School Sample	Non-Representative School Sample
NLS-72	1972	
HS&B-Sr	1980	
HS&B-So	1980	1982[7]
NELS:88	1988	1990, 1992

Individual-Level Comparisons. In Table 3, natural comparison points are highlighted. However, with technical adjustments, comparability can oftentimes be achieved even when age/grade/stage parallelism has not been strictly maintained.[8] In addition, survey rounds that coincide with a grade-representative sample are noted by an asterisk. Thus, HS&B (sophomore cohort) in 1980 and NELS:88 in 1990 are nationally-representative samples of sophomores; NLS-72 in 1972, HS&B (senior cohort) in 1980, and NELS:88 in 1992 comprise nationally representative samples of seniors. The NELS:88 sample was freshened to make it representative of the nation's sophomores (1990) and seniors (1992). Sample freshening was not conducted in HS&B and the sophomore cohort does not constitute a valid probability sample of the nation's 1982 seniors. Nevertheless, 1982 HS&B sophomore cohort and 1992 NELS:88

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[6] However, the 1988 NELS:88 school sample might be compared to other data sets, such as the ongoing series of NCES Schools and Staffing Surveys.

[7] A probability subsample of the 1982 HS&B schools was resurveyed in the 1984 Administrator and Teacher Survey. In an institution-level longitudinal follow-up, these schools were re-surveyed in 1992, as part of the National Longitudinal Study of Schools (NLSS). Unlike HS&B in 1982 and 1984, NLSS freshened the HS&B school sample to make it nationally representative of public and private secondary schools in the United States in 1992.

[8] See, for example, the account by T.L. Hilton and J.M. Pollack on estimating postsecondary enrollment change over time using NLS-72 fourth follow-up (conducted over 7 years after graduation) and HS&B third follow-up (conducted just less than six years after high school graduation) data, in Hilton (ed.) 1992.

Table 3: Comparison points

National Education Longitudinal Studies Program

	NLS-72	HS&B-So	HS&B-Sr	NELS:88
Students				
G8				1988*
G10		**_1980*_**		**_1990*_**
G12	**_1972*_**	**_1982_**	**_1980*_**	**_1992*_**
G12 + 1	1973			
G12 + 2	**_1974_**	**_1984_**	**_1982_**	**_1994_**
G12 + 4	**_1976_**	**_1986_**	**_1984_**	
G12 + 6			**_1986_**	**_1998_**
G12 + 7	1979			
G12 + 10		1992		
G12 + 14	1986			
Dropouts				
G10 - G12 follow-up		**_1982_** **_1984_** (1986, 1992)		**_1992_** **_1994_** (1998)
Early Graduates		**_1982_**		**_1992_**
Parents of seniors			**_1980_**	**_1992_**

High School Transcript Studies

	HS&B	NAEP'87	NAEP'90	NELS:88
Seniors in:	**_1982_**	**_1987*_**[9]	**_1990*_**	**_1992*_**

Note: comparison points are in bold italics. Fully representative grade samples are marked by an asterisk. The 1982 and 1987 samples only approximate representative samples of high school seniors.

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[9] Based on the population of students in eleventh grade and/or age seventeen in 1985-86.

can be compared, for both examine a nationally representative sample of sophomores two years later--consisting of students (most, but not all of them, seniors), early graduates, and dropouts.[10] HS&B 1982 seniors can also be compared to 1972 NLS-72 and 1992 NELS:88 seniors, though not without some sample and statistical adjustments.[11]

There are two major kinds of differences between NLS-72, HS&B and NELS:88 that must be taken into account. One difference pertains to the sample and research designs; another pertains to differences in questionnaire or cognitive test content that may affect the possibility of drawing valid comparisons. Data users who are familiar with NLS-72 and HS&B will find that despite the considerable similarity between these studies and NELS:88, there are also significant sample definition and statistical design differences. Analysts intending to compare these cohorts should note these differences. Similarly, while some effort has been made to maintain trend items over time, strict test and questionnaire overlap across the three studies is not considerable.

Differences in Sample Design. The overall sample design for NELS:88 is essentially similar to the design employed in HS&B and NLS-72. In the base year, students were selected through a two stage stratified probability sample, with schools as the first units and students within schools as the second stage units.

In NLS-72, all baseline sample members were spring term 1972 high school seniors. In High School and Beyond, all members of the student sample were spring term 1980 sophomores or seniors. Because NELS:88 began at eighth grade, its follow-ups encompass (like the HS&B sophomore cohort two years later [1982]) students (both in the modal grade progression sequence, and out of sequence) and dropouts. HS&B was designed to provide two separate cohorts--a representative sample of 1980 sophomores and a representative sample of 1980 seniors. NELS:88 is designed to provide a representative sample of 1988 eighth graders, a further representative sample of 1990 sophomores, and finally a representative sample of 1992 seniors. In the High School and Beyond first follow-up, students were not added to the original sample (that is, the 1980 sophomore cohort sample was not freshened in 1982 with seniors who had not been sophomores two years before and who therefore had no chance of selection into the HS&B baseline). However, in NELS:88, owing to the desire to provide sample representativeness at three distinct points in time, new students can enter the study at tenth grade through two routes: sample freshening (addition of 1990 tenth graders who were not 1988 eighth graders or who were not in the United States in 1988) and change of eligibility status.

Thus, while the base year designs of the three studies were essentially similar, because an eighth-grade baseline was chosen for NELS:88 and a high school baseline for NLS-72 and HS&B, two further differences arise when one compares the NELS:88 follow-up rounds with the other studies:

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[10] There are a number of special definitional issues in comparing NELS:88 and HS&B dropouts. For a detailed discussion of these issues, see the trend comparison (appendix D) in the *Second Follow-Up: Dropout Component Data File User's Manual* (Ingels, Dowd, Stipe, Baldridge, Bartot, and Frankel, NCES 93-375).

[11] Specifically, out-of-sequence students (non-seniors) and non-students (such as dropouts and early graduates) must be removed from the HS&B analysis sample, and an adjustment made for the exclusion of students who were seniors in 1982 but were not part of the HS&B base year sampling frame, that is, 1982 seniors who were not 1980 sophomores in the U.S. A simplifying assumption here would be that in results and characteristics, these out-of-sequence 1982 seniors are essentially similar to the HS&B 1980 sophomores who failed to progress in the modal grade sequence.

1) the more variable, typically smaller and unrepresentative within-school samples in NELS:88 first and second follow-up as contrasted to the more uniform, larger, and representative within-school student samples of HS&B[12] and NLS-72 (see Table 4).

2) the fact that, unlike HS&B in 1980, NLS-72 in 1972, or NELS:88 in 1988, NELS:88 1990 and 1992 high schools do not constitute a probability sample of schools;

In addition, despite the fundamental similarity of the base year designs, there were some differences in school and subgroup sampling and oversampling strategies across NLS-72, HS&B and NELS:88.[13] Such differences are documented in detail in the various sampling, technical, and comparative analysis reports (listed in the reference section of this appendix) associated with each study. Such differences have implications for intercohort analysis. For example, the NELS:88 sample of high schools lacks national generalizability; school-level contrasts should therefore not be drawn between 1972 and 1980 high schools in NLS-72 and HS&B, on the one hand, and NELS:88, on the other. Likewise, subtle differences in stratification schemes limit comparisons that can be made. NELS:88 contains an Asian oversample, but HS&B and NLS-72 do not. NELS:88 contains a substantial oversample of non-Catholic private schools, a school type much more thinly represented in the other two studies.

There are special considerations in comparing the NELS:88 and HS&B dropout and early graduate populations. In the NELS:88 second follow-up, dropouts who had obtained alternative credentials such as a GED were administered the student rather than the dropout questionnaire, along with the early graduate supplement--though classified as completers and appearing on the student data set in NELS:88, GED completers were not part of the student sampling frame for HS&B in 1980 or NLS-72, and therefore must be excluded from trend comparisons of seniors. (In HS&B's first follow-up [1982] such sophomore cohort alternative completers were administered the dropout questionnaire.) Questionnaire assignment in the two studies is summarized in Table 5.

Use of appropriate subgroup membership flags permits the analyst to define dropouts in the same way in both HS&B and NELS:88; however, for respondents such as GED holders, some items that otherwise would be available cannot be compared because the dropout questionnaire was not administered to this group in NELS:88. On the other hand, NELS:88 GED recipients should be excluded from comparison with HS&B early graduates.

Overall differences in cluster size are summarized in Table 4. For NLS-72, the target sample size was 18 students per school; for the HS&B base year, the target was 36 students per school; and for NELS:88, the target sample size was 24 eighth graders (or 26.2, counting the Asian-Hispanic oversample). Numbers selected and participating for the baseline and senior surveys of the three studies are summarized in Table 4.

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[12] The HS&B 1980 sophomore and senior samples are fully in-school representative, but the HS&B sophomore 1982 (first follow-up) sample is not, because transfers into the school had no chance of selection into the sample.

[13] An important additional difference, that may carry some consequences for comparability but will little affect analytic strategies, involves student sample replacement strategies. NLS-72, unlike HS&B and NELS:88, permitted replacement of noncooperating students under certain circumstances. While HS&B and NELS:88 made no attempt to replace students who refused to be part of the survey, HS&B did permit, but NELS:88 did not, replacement of selected students who subsequently died, were discovered to have been listed in error, or who dropped out of school after selection but prior to the survey session. HS&B and NELS:88 also conducted a sample update to accommodate transfers into the baseline schools between the sample selection and data collection phases of the studies.

NLS-72, HS&B, NELS:88 Content Overlap. Content (and format) overlap across the three studies should be viewed in terms of questionnaire, cognitive test, and transcript data.

Questionnaire Overlap. A crosswalk for NELS:88 intracohort and NLS-72, HS&B, NELS:88 intercohort comparisons is provided in Appendix E of this user's manual. There are many topics that are covered in one study but not the others, or that are covered by questions that are substantially (or subtly) different. Nonetheless, a core of items is comparable across all three, and a larger number of items comparable across HS&B and NELS:88.[14]

Some items are repeated in identical form across the studies. Others appear to be essentially similar despite small differences in wording or response categories; analysts must exercise their own cautious judgments about such cases. For a number of items with like question wording, dissimilar response categories were employed. In many such cases, comparability can be achieved by recoding the response categories so that they are compatible.

The crosswalk (Appendix E) identifies items that are plausibly similar across studies (or waves or components). Again, researchers must exercise their own cautious judgment before choosing comparison items. While most items listed in the crosswalk are transparently comparable (for example, the ten life values items in NLS-72 were repeated almost without change[15] in stem or response categories in HS&B in 1980 and NELS:88 in 1992), other items are more problematic for comparisons. It may be useful to illustrate this issue by providing a few examples of potentially problematic comparisons.

The homework questions in NLS-72, HS&B, and NELS:88 provide one example of problematic comparability. NLS-72 asked "Approximately what is the average amount of time you spend on homework a week?" and provided response categories of "No homework is ever assigned, I have homework but don't do it, less than 5 hours a week, between 5 and 10 hours a week, more than 10 hours a week." In HS&B the question stem was retained, and while additional response categories were provided, they can be mapped into the broader categories of the NLS-72. In the NELS:88 first and second follow-ups, homework was inquired about using a two-column response format that distinguished in-school and out-of-school, and cut points were used for the response options that do not readily map into the NLS-72 and HS&B scheme. It is possible to devise various schemes for trying to compare the NELS:88 homework results with the earlier studies. Nevertheless, there is no objective criterion against which to evaluate the success of any such attempted mapping.

Future occupational expectations provide a second example of problematic comparability. There are items that ask about future occupational expectations in all three studies. Unlike the HS&B and NELS:88 items, the NLS-72 item is not keyed to a specific age and uses "like" instead of "plan or expect." Can the NLS-72 item be compared to NELS:88 nonetheless? Again, researchers must make their own judgments about comparability, and these judgments may depend in part on specific analytic objectives. For example, the NLS-72 questions would seem to license loftier or more wishful ambitions (the NLS-72 wording is "circle the one number that goes with the best description of the kind of work you would like to do"; the NELS:88 wording is "which of the categories below comes closest to describing the job or occupation that you expect or plan to have...when you are 30 years old"). In comparing NLS-72 and NELS:88 seniors, one finds that females have higher future occupational expectations in 1992 than in 1972. Since the wording of the NLS-72 item might be thought to minimize the large observed difference between women in the two cohorts, one might feel additional confidence that the trend toward higher female occupational expectations was real. Nonetheless, it remains possible to entertain at least some skepticism that these items are fully comparable, given that one instances aspirations and the other expectations, and that one is indefinite as to point in time and the other refers to age 30. Many more examples could be cited, but the larger point would remain the same--data users should assess carefully the comparison items listed in the crosswalk to ensure that they meet their analytic requirements.

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[14] For detailed discussions of item comparability issues for the 1980 and 1990 sophomore data, see Rasinski, Ingels, Rock, and Pollack, 1993; and Ingels, Scott, Lindmark, Frankel, and Myers, 1992, Appendix D.

[15] The one change in this series is represented by NELS:88 variable F2S40I which reads "Getting away from this community" whereas NLS-72 base year item BQ20I reads "Getting away from this area of the country," as does the HS&B item.

Cognitive Test Comparability. IRT methods have been used to put mathematics, vocabulary, and reading scores on the same scale for 1972, 1980, and 1982 seniors.[16] Additionally, there are common items in the HS&B and NELS:88 mathematics tests that provide a basis for equating 1980-1990 and 1982-1992 mathematics results. In general, however, the tests used in the three studies differ in many ways. Though group differences by standard deviation units may profitably be examined, caution should be exercised in drawing time lag comparisons for cognitive test data.

Transcript Comparability. The HS&B, NAEP (1987, 1990) and NELS:88 high school transcript studies were designed to support comparisons. The NAEP and NELS:88 studies, however, provide summary data in Carnegie Units, unlike HS&B which provided course totals instead.

Need for Caution in Comparing Data across Cohorts. Accurate trend measurement faces several challenges. Sampling error tends to be more of a problem for intercohort comparisons than for intracohort, since there is sampling error each time an independent sample is drawn. Differences in two sample means estimated from independent samples will be a function not only of the real differences in means, but also the sampling errors associated with both measurements. Hence small (but not therefore necessarily unimportant) differences may be harder to detect.

In estimating trends based on results from two or more sample surveys, a number of nonsampling errors also may arise. Differences in instrument format and wording, data collection mode or methodology, are potential sources of nonsampling error. While the requirements of change measurement dictate that the same measures be repeated in the same way, there are also strong disincentives to holding measures and methodologies constant. The goals, the subject, and the technology of education measurement do not remain static. The educational policy agenda changes over time; the manner and matter of education changes as curriculum content and instructional methods are revised; improvements arise--in survey methodologies, data capture technologies, and in measurement techniques--that promise large benefits if implemented. Finally, the instrument design process for NLS-72, HS&B and NELS:88, in which development of instruments has proceeded through broad consensus of the user community at different points in time, militates against a strongly conservative approach to content, format, and methodology, nor is there any correct or simple way to resolve all tensions between improved measurement and comparable measurement.

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[16] See Rock, Hilton, Pollack, Ekstrom and Goertz, 1985, for details.

Hence, though the studies were designed to be as comparable as possible, caution must nonetheless be exercised in comparing NLS-72, HS&B and NELS:88 data. Student response rates differed and the characteristics of the nonrespondents may also differ across the studies. While nonresponse adjustments in the weights serve to compensate for nonresponse, no adjustment procedure can do so perfectly. Item response rates for questions that appear in both surveys differ as well, nor, in general, have missing data been imputed. Differences in context and question order for trend items in the various student questionnaires; differences in test format, content, and context; and other factors such as differences in data collection methodology, may also influence the accuracy of intercohort comparisons.

More specifically, there were differences in mode and time of survey administration across the four cohorts. For example, NELS:88 seniors were generally surveyed earlier in the school year than were NLS-72 seniors (many NELS:88 seniors were surveyed in January and February of 1992, though survey work continued into May); NLS-72 baseline seniors were surveyed quite late in the school year.[17]

NLS-72 survey forms were administered by school personnel; HS&B and NELS:88 survey forms were administered primarily by contractor (NORC) staff. In NLS-72, seniors marked answers on an answer sheet (separate from the test booklet) while in 1980 and 1982 (HS&B) and NELS:88, answers were marked in the test booklet. The HS&B format of inclusion of answers as an integral part of the test booklet is thought to have given a modest advantage to HS&B test takers (see Rock, Hilton, Pollack, Ekstrom, & Goertz, 1985, for further details). Other differences between the NLS-72 and the HS&B/NELS:88 tests include improved mapping in the latter tests and the procedure of blackening an oval versus blackening a box (Hilton, 1992, cites a study by Earles, Guiliano, Ree & Valentine, that indicates such format differences are significant for speeded tests, accounting for about one half a standard deviation in difference of result).[18]

There are differences in questionnaire construction across the three studies. NLS-72 and NELS:88 senior questionnaires used skip patterns more extensively than did the HS&B senior instrument; the NELS:88 and HS&B questionnaires were longer than the NLS-72 questionnaire.

NLS-72 and HS&B senior cohort sample members were subjected to their first measurement as seniors; HS&B sophomores were administered their second measurement as seniors, and NELS:88 eighth graders their third. We do not believe that problems associated with repeated measurements (such as remembering past responses to individual items) are likely to be a difficulty, both because of the sheer number of test and questionnaire items asked, and the two year intervals between data collections.

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[17] Indeed, while in the spring 1972 baseline 16,683 seniors in 1,061 schools completed an NLS-72 student questionnaire, 257 schools that could not (because, for example, their school year ended earlier in the spring) take part in the base year were added, in accordance with the original design--these seniors had now left their schools but they were asked some retrospective (senior year) questions. Such individuals--who redress possible school frame undercoverage bias in the NLS-72 base year--do not appear on the NLS-72 base year files that would typically be employed for comparisons of high school seniors, although the presence of some retrospective data for these individuals permits refinement of comparisons grounded in 1972 data.

[18] The implications of context and format differences for trend comparisons have been well described in the NAEP literature--see especially A.E. Beaton and R. Zwick, 1990, *The Effect of Changes in the National Assessment: Disentangling the NAEP 1985-86 Reading Anomaly* (Princeton, N.J.: ETS, NAEP Report 17-TR-21), which discusses the effects of changes in item context, assessment booklets and procedures. For some NAEP reading tests the impact of such changes was apparently larger than the trend effects that were being measured.

However, participation in a longitudinal study in theory may influence the survey member's subsequent behavior or attitudes. Since most NELS:88 1992 sample members had also been surveyed as eighth and tenth graders, such "panel effects"[19] are in principle possible with this group (as with HS&B sophomores two years later, in 1982). In contrast, 1972 and 1980 seniors (and 1980 sophomores) were new to NLS-72 or HS&B.

Any of these differences may, to some unknown extent, affect the comparability of the NELS data sets, and make the task of accurate trend measurement more difficult to accomplish.

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[19] Discussions of longitudinal conditioning or panel effects (also known as "time in sample bias" or "panel conditioning")--for example, whether strong effects potentially exist or could affect data quality--may be found in Kasprzyk, D., Duncan, G., Kalton, G., & Singh, M.P., eds. *Panel Surveys*, 1989 (New York: Wiley). See especially contributions by B. Bailar; D. Cantor; D. Holt; A. Silberstein and C. Jacobs; L. Corder and D. Horvitz; and J. Waterton and D. Lievesley.

Table 4: Baseline and senior year student cluster sizes (*N* sampled and *N* participating), NLS-72, HS&B, and NELS:88

	Base Year Cluster Size *N* Sampled	Base Year Cluster Size *N* Partic.	Senior Year Cluster Size *N* Sampled	Senior Year Cluster Size *N* Partic.	Senior Sample Representative of Seniors/of School
NLS-72	17.9	15.7	17.9	15.7	Yes / Yes
HS&B Sr. Cohort	34.9	27.8	34.9	27.8	Yes / Yes
HS&B So. Cohort	35.2	29.6	25.4	24.3	No / No
NELS:88	25.1	23.4	11.4	11.0	Yes / No

Notes: ***NLS-72*** statistics are based on 1,061 participating base-year schools, a student sample of 19,001, with student participation defined as completion of the student questionnaire (there were 16,683 questionnaire completers); see Riccobono, Henderson, Burkheimer, Place & Levinsohn, 1981, p.21. ***HS&B*** statistics reflect 1,015 participating base year schools; a base year sample of 34,981 seniors, of whom 28,240 participated; and a sophomore sample of 35,723, of whom 30,030 participated. In the HS&B first follow-up, the sophomore cohort was subsampled, with most base year nonparticipants removed from the sample. Hence 29,737 sample members were retained, of whom 25,150 were enrolled in 992 HS&B schools; 96 percent of these 25,150 students participated in the HS&B first follow-up. (The remaining 4,587 sample members were surveyed as dropouts, transfers out, or early graduates.) There was also some attrition, owing to mergers and closings, in the school sample (975 base year schools remained in the school sample; additionally, 17 schools that had received pools of base year sample members were included in data collection activities). The 1982 cluster size reported for HS&B in the table above includes seniors and non-seniors because the sophomore cohort in 1982 did not constitute a nationally representative senior sample. ***NELS:88*** second follow-up (1992) statistics are based on sample members who were in the twelfth grade in the spring term of the 1991-92 school year in the contextual sample of schools. There were 15,643 seniors in 1,374 such schools, as well as an additional 378 non-seniors. NELS:88 base year statistics reflect 1,052 participating schools, an eighth-grade sample of 26,432, of whom 24,599 participated. The NELS:88 senior sample in the table above is spring-based and therefore excludes early graduates, who should not be included in senior year trend comparisons with NLS-72 and HS&B (though of course the HS&B and NELS:88 early graduate cohorts can themselves be compared).

Table 5: Questionnaire assignment in HS&B and NELS:88 second follow-up

HS&B (1982)	questionnaire	NELS:88 (1992)	questionnaire
enrolled in high school	student	enrolled in high school	student
graduated early	student (including early grad supplement)	graduated early or have already received GED	student (including early grad supplement)
not enrolled in HS, but enrolled in GED preparation classes or other special program or have received GED	dropout	not enrolled in HS, but enrolled in GED preparation classes or other special program, but have *not* received GED or equivalent	dropout
dropout (haven't attended school for 20 consecutive days or more	dropout	dropout (haven't attended school for 20 consecutive days or more)	dropout

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Appendix E

NELS:88 Second Follow-Up Item Overlap with NELS:88 Base Year and First Follow-Up; and with HS&B and NLS-72

Note: For a discussion of the comparability of NELS:88, HS&B and NLS-72 data, see Appendix D: *Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors: Analytical Implications of Design Differences Between the Studies.*

Intercohort Student Questionnaire Crosswalks

A = NELS:88 Second Follow-up
B = HS&B 1982 Seniors
C = HS&B 1980 Seniors
D = NLS-72 Seniors

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
5a	--	--	--	Date questionnaire completed
5b	--	9LF	--	Social security number
6a	--	--	--	Current grade level
6b	--	--	--	Certification from current school program
7a	67i	53h	--	In school there is real school spirit
7b	--	--	--	In school there are interracial friends
7c	67c	53c	18f	In school the teaching is good
7d	67e	53e	18j	In school teachers are interested in students
7e	66g	59f	--	In school I don't feel safe
7f	--	--	--	In school disruptions impede learning
7g	--	--	--	In school interracial fights occur
7h	--	--	--	In school there are many gangs
7i	--	--	--	In school students are graded fairly
7j	--	--	--	In school there is a lot of cheating
7k	--	--	--	In school some teachers ignore cheating
7l	67h	53g	--	In school discipline is fair
8a	--	--	--	Times at school I had something stolen from me
8b	--	--	--	Times at school someone offered me drugs
8c	--	--	--	Times going to school someone offered drugs
8d	--	--	--	Times at school someone threatened to hurt me
8e	--	--	--	Times going to school someone threatened harm
8f	--	--	--	Times at school I got into a physical fight
8g	--	--	--	Times going to school I physically fought
9a	--	--	--	Times I was late for school
9b	66f	59e	--	Times I cut or skipped classes
9c	--	--	--	Times I missed a day of school
9d	66b	--	--	Times I got in trouble for breaking rules
9e	66d	--	--	Times I was put on an in-school suspension
9f	66e	59d	--	Times I was suspended or put on probation
9g	--	--	--	Times I was transferred for disciplinary reason
9h	--	61a	--	Times I was arrested
9i	--	--	--	Times I spent time in a juvenile center
10	--	--	--	Reason for last absence from school
11a	--	--	--	Last unexcused absence from high school
11b	16	16	--	# of days missed during last unexcused absence
12A	2	2	2	High School program description
12Ba	3a	--	3k	Was assigned to this program
12B	3b	--	3d	Chose program after talking to teacher

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
12Bc	3c	--	3a	Chose program after talking to my parents
12Bd	3d	--	3h	Chose program after talking to my friends
12Be	3e	--	3i	Chose program myself
12Bf	3f	--	3j	Only program offered at school
13a	9a	11a	--	Ever been in remedial English
13b	9b	11b	--	Ever been in remedial mathematics
13c	9e	11e	--	Ever been in bilingual/bicultural programs
13d	--	--	--	Ever been in English as a Second Lang. program
13e	--	11cd	--	Ever been in advanced placement program
13f	9h	11h	--	Ever been in educationally handicapped program
13g	9i	11i	--	Ever been in physically handicapped program
13h	--	--	--	Ever been in dropout prevention program
13i	--	--	--	Ever been enrolled in vocational course
13j	--	--	--	Ever been in a gifted/talented program
13k	--	--	--	Ever been in a magnet program
14a	11cd	14cd	6de3	Participation in Talent Search or Upward Bound
14b	--	14cd	6de3	Years participated in TS, UB or similar
15a	4h	4g	--	Enrollment in a science class past 2 years
15Ba	--	--	--	Current science class: review work from previous day
15Bb	--	--	--	Current science class: listen to teacher lecture
15Bc	--	--	--	Current science class: copy teacher's notes
15Bd	--	--	--	Current science class: use calculators
15Be	--	--	--	Current science class: watch teacher do experiment
15Bf	--	--	--	Current science class: do experiment alone or in group
15Bg	--	--	--	Current science class: use book to do an experiment
15Bh	--	--	--	Current science class: write up reports on experiments
15Bi	--	--	--	Current science class: use computers to analyze data
15Bj	--	--	--	Current science class: make own choice of topic for study
15Bk	--	--	--	Current science class: design and conduct projects alone
15Bl	--	--	--	Current science class: discuss career opportunities in science
16	--	--	--	Science class emphasis on what objectives
17	--	--	--	Current science class participation
18a	--	--	--	Current science class enrollment
18b	--	--	--	Importance of guidance in taking science
18c	--	--	--	Reasons for taking a science class
18d	--	--	--	Reasons for not taking a science class
19a	4a	4a	--	Enrollment in a math class past 2 years
19Ba	--	--	--	Current math class: review work from previous day
19Bb	--	--	--	Current math class: listen to teacher lecture
19Bc	--	--	--	Current math class: copy teacher's notes
19Bd	--	--	--	Current math class: use books other than text
19Be	--	--	--	Current math class: do problem-solving activities
19Bf	--	--	--	Current math class: use calculators
19Bg	--	--	--	Current math class: use computers
19Bh	--	--	--	Current math class: explain work orally

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
19Bi	--	--	--	Current math class: participate in student discussions
19Bj	--	--	--	Current math class: use hands-on materials
19Bk	--	--	--	Current math class: discuss career opportunities
19Bl	--	--	--	Current math class: write about math
20a	--	--	--	Math class: emphasis on increasing math interest
20b	--	--	--	Math class: emphasis on memorization of rules
20c	--	--	--	Math class: emphasis on preparation for more math
20d	--	--	--	Math class: emphasis on meaning/solving problems
20e	--	--	--	Math class: emphasis on math in daily life
21	--	--	--	Current math class participation
22a	--	--	--	Math class this term
22b	--	--	--	Importance of guidance in taking a math class
22c	--	8A	--	Reasons for taking a math class
22d	--	--	--	Reasons for not taking a math class
23a	4l	4k	--	Enrollment in a vocational class past 2 years
23Ba	--	--	--	Vocational class: emphasis on increased interest
23Bb	--	--	--	Vocational class: emphasis on teaching immediate skills
23Bcb	--	--	--	Vocational class: emphasis on facts, rules and steps
23Bd	--	--	--	Vocational class: emphasis on math and science in work
23Bed	--	--	--	Vocational class: emphasis on a problem and its meaning
23Bf	--	--	--	Vocational class: emphasis on use of physical equipment
23Bg	--	--	--	Vocational class: emphasis on further studies
24a	18a	--	--	How often come to class without pencil or paper
24b	18b	--	--	How often come to class without books
24c	18c	--	--	How often come to class without homework done
25a1	--	--	--	Time spent on math homework in school
25a2	--	--	--	Time spent on math homework out of school
25b1	--	--	--	Time spent on science homework in school
25b2	--	--	--	Time spent on science homework out of school
25c1	--	--	--	Time spent on english homework in school
25c2	--	--	--	Time spent on english homework out of school
25d1	--	--	--	Time spent on history/social studies homework in school
25d2	--	--	--	Time spent on history/social studies homework out of school
25e1	--	--	--	Time spent on other homework in school
25e2	--	--	--	Time spent on other homework out of school
25f1	15	15	7	Total time spent on homework in school
25f2	15	15	7	Total time spent on homework out of school
26	--	--	--	People who assist with homework
27	70	55	--	Minimum competency test for graduation taken
28	71	56	--	Results of competency test
29a	--	--	--	Recognition: elected officer of a school class
29b	--	--	--	Recognition: won academic honor
29c	--	--	--	Recognition: rec'd award in science or math fair
29d	--	--	--	Recognition: good attendance
29e	--	--	--	Recognition: good grades or honor roll

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
29f	--	--	--	Recognition: wrote essay or poem
29g	--	--	--	Recognition: M.V.P. of sports team
29h	--	--	--	Recognition: community service award
29i	--	--	--	Recognition: vocational/technical competition participant
30Aa	38a	32a	10a	Played on team interscholastic sport
30Ab	--	--	--	Played an individual sport
30Ac	38c	32c	10b	Participated in cheerleading/pompom
30Ba	38e,f	32e,f	10c	Participated in school musical group
30Bb	38d	32d	10c	Participated in school drama club or play
30Bc	38k	32k	10h	Participated in student government
30Bd	38h	32h	10e	Participated in school honor society
30Be	38i	32i	10f	Participated in school yearbook/newspaper
30Bf	38p	--	--	Participated in school service clubs
30Bg	38j	32j	10g	Participated in school academic clubs
30Bh	38g	32g	10d	Participated in school hobby clubs
30Bi	38l	32l	10i	Participated in FTA, FHA, FFA clubs
30Bj	38b	32b	10a	Participated in intramural team sports
30Bk	--	32b	10a	Participated in intramural individual sports
31	--	--	--	Time spent on school-sponsored activities
32	60b	47b	--	Time spent on personal reading outside school
33a	--	--	--	Time spent using personal computers
33b	--	--	--	Time spent working on hobbies
33c	--	--	--	Time spent participating in religious activity
33d	--	--	--	Time spent in youth groups
33e	--	--	--	Time spent doing community service
33f	60d	47d	--	Time spent driving or riding around
33g	--	47a,e	--	Time spent doing things with friends
33h	60f	47g	--	Time spent doing things with parents
33i	--	--	--	Time spent doing things with other adults
33j	--	--	--	Time spent taking classes outside school
33k	--	--	--	Time spent taking sports lessons
33l	--	--	--	Time spent playing sports outside school
34	--	--	--	Time spent per day playing video/computer games
35	61	48	--	Time spent per day watching TV/videotapes
36	85	70	--	National youth service program preference
37	--	--	--	Community volunteer work in past two years
38	--	--	--	Types of unpaid volunteer work
39	--	--	--	Organizations involved with for volunteer work
40a	73a	57a	20a	Importance of being successful in line of work
40b	73b	57b	20b	Importance of finding the right person to marry
40c	73c	57c	20c	Importance of having lots of money
40d	73d	57d	20d	Importance of having strong friendships
40e	73e	57e	20e	Importance of finding steady work
40f	73f	57f	20f	Importance of helping other community members
40g	73g	57g	20g	Importance of my children having better futures

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
40h	73h	57h	20h	Importance of living close to parents
40i	73i	57i	20i	Importance of leaving the community
40j	73j	57j	20j	Importance of correcting social inequalities
40k	73k	57k	--	Importance of having children
40l	73l	57l	--	Importance of having leisure time
40m	--	--	--	Importance of getting away from parents
40n	--	--	--	Importance of being an expert in my field
40o	--	--	--	Importance of getting a good education
41a	63a	50a	--	What father thinks I should do post high school
41b	63b	50b	--	What mother thinks I should do post high school
41c	63e	50e	--	What friends think I should do post high school
41d	63e	50e	--	What relative thinks I should do post HS
41e	63c	50c	--	What counselor thinks I should do post HS
41f	63d	50d	--	What teacher thinks I should do post HS
41g	--	--	--	What coach thinks I should do post high school
42a	81	--	91a	How far in school does dad want me to go
42b	81	66	91b	How far in school does mom want me to go
43	80	65	29	How far in school I think I will get
44a	--	--	--	Have you taken/plan to take Pre-SAT test
44b	8a	9a	--	Have you taken/plan to take the SAT
44c	8b	9b	--	Have you taken/plan to take the ACT
44d	--	--	--	Have you taken/plan to take an AP test
44e	8c	9c	--	Have you taken/plan to take the ASVAB
44f	--	--	--	Have you taken/plan to take other tests
45	--	--	--	SAT/ACT preparation plans
46	--	--	--	How will you spend the summer
47	--	--	--	Do you have skills for desired job in 5 years
48a	87c	33	30	Plans to join the Armed Forces
48b	--	34	44	Armed Forces branch
48c	--	--	46	Reason for joining the Armed Forces
49	87h	--	--	Plan on going to school right after high school
50	--	--	37,42,49	Reasons not to continue education immediately
51	87a	72a	32	Plan to work full-time after HS graduation
52	88	73	33	Do you have a full-time job arranged
53	--	--	--	People at school who helped select job
54	30	--	--	School job finding services used
55	91	--	--	Hourly wage expected at FT job, post HS grad
56	122	115	--	Plans to continue education after high school
57	--	--	--	Help received at school w/college applications
58	--	--	--	What have you done to learn about financial aid
59a	123a	116a	68a	Importance of low expenses on school choice
59b	123b	116b	68b	Importance of financial aid on school choice
59c	123c	116c	68c	Importance of curriculum on school choice
59d	123e	116e	68e	Importance of athletics on school choice
59e	123f	116f	--	Importance of social life on school choice

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
59f	123g	116g	68k	Importance of living at home on school choice
59g	123h	--	--	Importance of not living at home on choice
59h	123i	--	--	Importance of religion on school choice
59i	123j	--	--	Importance of low-crime on school choice
59j	123k	--	--	Importance of job placement on school choice
59k	--	--	--	Importance of graduate school placement on choice
59l	123d	116d	68d	Importance of academic reputation on choice
59m	--	--	68g	Importance of easy admission on school choice
59n	--	--	--	Importance of degree for job on choice
59o	--	--	--	Importance of school's race/ethnicity on choice
59p	--	--	--	Importance of the school size on school choice
59q	--	--	--	Importance of location on school choice
59r	--	--	68h	Importance of attending parent school on choice
60a	124	117	66	To how many school have you applied
60B1	126	119	--	Name and location of first school applied to
60B1	125	118	67	Accepted at school 1
60B1	--	--	--	Applied for financial aid at school 1
60B1	--	--	--	Awarded financial aid at school 1
60B2	--	--	--	Name and location of second school applied to
60B2	--	--	--	Accepted at school 2
60B2	--	--	--	Applied for financial aid at school 2
60B2	--	--	--	Awarded financial aid at school 2
61	115	107	70	Type of school most likely to attend
62	127	120	69	Field you would most like to study in school
63	120	113	--	Field in which you are most likely to train
64a	--	--	--	Expected job/occupation after high school
64b	77a	62	25	Expected job/occupation at age 30
65	--	--	--	Expected education needed for job at 30
66a	75a	58a	21a	I feel good about myself
66b	--	--	--	I don't have enough control of my life
66c	75b	58b	21b	Good luck is more important than hard work
66d	75c	58c	21c	I feel I am a person of worth
66e	75d	58d	21d	Am able to do things as well as most others
66f	75e	58e	21e	When I try to get ahead, I am stopped
66g	75f	58f	21f	My plans hardly ever work out
66h	75h	58h	21h	On the whole, I am satisfied with myself
66i	--	--	--	I feel useless at times
66j	75j	58j	--	At times, I think I am no good at all
66k	75k	58k	--	I am certain I can make my plans work
66l	75l	58l	--	I feel I do not have much to be proud of
66m	--	--	--	Chance and luck are very important in my life
67a	--	--	--	Chances you will graduate from high school
67b	--	--	--	Chances you will go to college
67c	--	--	--	Chances you will have a job that pays well
67d	--	--	--	Chances you will own your own home

QUESTION NUMBER A	B	C	D	QUESTION WORDING
67e	--	--	--	Chances you will have a job you enjoy
67f	--	--	--	Chances you will have a happy life
67g	--	--	--	Chances you will stay in good health
67h	--	--	--	Chances you will be able to live where you want
67i	--	--	--	Chances you will be respected in your community
67j	--	--	--	Chances you will have friends you can count on
67k	--	--	--	Chances your life will be better than parents
67l	--	--	--	Chances your children's life better than yours
68a	64c	--	--	Important to friends to attend class regularly
68b	--	--	--	Important to friends to study
68c	--	--	--	Important to friends to play sports
68d	64a	--	--	Important to friends to get good grades
68e	64e	--	--	Important to friends to be popular
68f	--	--	--	Important to friends to finish High School
68g	--	--	--	Important to friends to go steady
68h	64d	--	--	Important to friends to continue education
68i	--	--	--	Important to friends to participate in religion
68j	--	--	--	Important to friends to do community work
68k	--	--	--	Important to friends to have a regular job
68l	--	--	--	Important to get together with friends
68m	--	--	--	Important to friends to go to parties
68n	--	--	--	Important to friends to have sexual relations
68o	--	--	--	Important to friends to use drugs
68p	--	--	--	Important to friends to drink alcohol
68q	--	--	--	Important to friends to make money
69a	--	--	--	# of friends that dropped out of HS
69b	--	--	--	# of friends that have no plans for college
69c	--	--	--	# of friends that plan to work full-time
69d	--	--	--	# of friends to attend community/tech school
69e	--	--	--	# of friends that plan to attend college
70	--	--	--	# of friends that belong to gangs
71	--	--	--	Do you belong to a gang
72a	97a	81a	--	Age you expect to marry
72b	97b	81b	--	Age you expect to have first child
72c	97c	81c	--	Age you expect to start first FT job
72d	97d	81d	--	Age you expect to live in own home or apt.
72e	97e	81e	--	Age you expect to finish your education
73	--	--	--	Current marital status
74	--	--	--	Importance of marriage before sexual relations
75	--	--	--	Consider having a child if not married
76	--	--	--	Have any children of your own
77	--	--	--	First child's birthdate
78	--	--	--	Frequency of care given to child by individuals
79	--	--	--	Type of relationship w/ mom or dad of 1st child
80	--	--	--	Number of cigarettes smoked daily

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
81a	--	--	--	Occasions drank alcoholic beverages in lifetime
81b	--	--	--	Occasions drank alcohol last 12 months
81c	--	--	--	Occasions drank alcohol last 30 days
82	--	--	--	Times had 5 drinks or more in a row last 2 wks
83a	--	--	--	Occasions used marijuana or hashish in lifetime
83b	--	--	--	Occasions used marijuana or hashish last year
83c	--	--	--	Occasions used marijuana or hashish last month
84a	--	--	--	Occasions used cocaine in any form in lifetime
84b	--	--	--	Occasions used cocaine in any form last year
84c	--	--	--	Occasions used cocaine in any form last month
85	--	--	--	Occasions on drugs at school
86a	24	--	--	Have you ever worked for pay
86b	--	21	--	Date of the last time you worked for pay
87	--	--	--	Date started current or most recent job
88	25	22	8	Hours worked per week at most recent job
89	--	--	--	Hours worked on the weekends
90	29	24	--	Type of work at current or most recent job
91	26	23	--	Pay rate per hour at current or most recent job
92a	27b	--	--	Money spent on clothes and other things
92b	--	--	--	Money spent to go out
92c	27c	--	--	Money spent to buy gas and other car items
92d	--	--	--	Money spent to pay for rent
92e	--	--	--	Money spent to purchase food
92f	27d	--	--	Money spent for future education
92g	--	--	--	Money spent to buy alcohol
92h	--	--	--	Money spent to buy illegal drugs
93	--	--	--	Do you babysit for own child or others
94	--	--	--	Hours per school day you babysit
95	--	--	--	School days missed to babysit
96a	--	--	--	Past two years, family moved to a new home
96b	--	--	--	Past two years, parents got divorced
96c	--	--	--	Past two years, parent(s) got re/married
96d	--	--	--	Past two years, parent(s) lost job
96e	--	--	--	Past two years, parent(s) started work
96f	--	--	--	Past two years, parent(s) got a better job
96g	--	--	--	Past two years, student became seriously ill
96h	--	--	--	Past two years, my parent(s) died
96i	--	--	--	Past two years, close relative died
96j	--	--	--	Past two years, unmarried sister got pregnant
96k	--	--	--	Past two years, brother or sister dropped out
96l	--	--	--	Past two years, family on welfare
96m	--	--	--	Past two years, family off welfare
96n	--	--	--	Past two years, family member seriously ill
96o	--	--	--	Past two years, family member did drugs
96p	--	--	--	Past two years, family member did drug rehab

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
96q	--	--	--	Past two years, family member a crime victim
97	--	--	--	Parents know best friend's parents
98a	--	--	--	Decision maker about staying out late
98b	--	--	--	Decision maker about car use
98c	--	--	--	Decision maker about having a job
98d	--	--	--	Decision maker about spending money
98e	--	--	--	Decision maker about drinking alcohol w/parents
98f	--	--	--	Decision maker about drinking alcohol at party
98g	--	--	--	Decision maker about revocation of privileges
98h	--	--	--	Decision maker about going to college
98i	--	--	--	Decision maker about which classes to take
99a	--	--	--	Discussed school courses with parents
99b	--	--	--	Discussed events of interest with parents
99c	--	--	--	Discussed class topics with parents
99d	--	--	--	Discussed grades with parents
99e	--	--	--	Discussed entrance exams with parents
99f	--	--	--	Discussed applying to college with parents
99g	--	--	--	Discussed post high school jobs with parents
99h	--	--	--	Discussed current events with parents
99i	--	--	--	Discussed things that trouble you with parents
100a	--	--	--	Parents trust you to do what they expect
100b	--	--	--	I often do not know why to do what I am told
100c	--	--	--	I count on parents to solve problems for me
100d	--	--	--	I will be a source of pride in the future
100e	--	--	--	My parents get along well with one another
100f	--	--	--	My own family will be similar to my current one
101	--	--	--	Past two years, did you run away from home
102	--	--	--	Number of times family moved since 01-01-88
103	--	--	--	Number of school changes since 01-01-88
104	--	--	--	Age when left alone at home for a week plus
105	--	93	--	Do you think of yourself as a religious person
106	--	92	--	Frequency of attendance at religious services
107	12	11LF	88	Is English your native language
108	--	18LF	--	Use of native language
109a	--	19ALF	--	Understanding of spoken English
109b	--	19BLF	--	Proficiency in speaking English
109c	--	19CLF	--	Proficiency in reading English
109d	--	19DLF	--	Proficiency in writing English
110a	--	--	--	Special help given in increasing English skills
110B	--	--	--	Special help given in form of individual tutor
110B	--	--	--	Special help given in form of a small group
110B	--	--	--	Special help given in form of a large group
110B	--	--	--	Special help given in form of ESL
110B	--	--	--	Special help given in form of bilingual education
110C	--	--	--	Understanding of spoken English has improved

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
110Cb	--	--	--	Ability to speak English has improved
110Cc	--	--	--	Ability to read English has improved
110Cd	--	--	--	Ability to write English has improved
111a	--	--	--	Problems writing papers based on English skills
111b	--	--	--	Problems with essay exams based on English
111c	--	--	--	Problems with choice exams based on English
111d	--	--	--	Problems understanding teacher based on English
111e	--	--	--	Problems taking notes based on English skills
111f	--	--	--	Problems participating in class based on English
111g	--	--	--	Problems doing homework based on English
112a	--	--	--	Problems applying for jobs based on English
112b	--	--	--	Problems with teachers based on English skills
112c	--	--	--	Problems participating at school based on English
112d	--	--	--	Problems with sports based on English skills
112e	--	--	--	Problems making friends because of English
113a	--	--	--	Problem getting good grades based on English
113b	--	--	--	Problem getting a job based on English skills
113c	--	--	--	Problem getting higher pay based on English
113d	--	--	--	Problem applying to college based on English
113e	--	--	--	Problem applying to jr. college based on English
113f	--	--	--	Problem applying to trade school based on English
113g	--	--	--	Problem of acceptance to college based on English
113h	--	--	--	Problem of acceptance to jr. coll. from English
113i	--	--	--	Problem of acceptance at trade school for English
113j	--	--	--	Problem of good grades at coll. based on English
113k	--	--	--	Problem of good grades at trade schl. from English
114	G1	--	--	Date of high school graduation
115a	G2	--	--	Graduated early to apply to college early
115b	G2	--	--	Graduated early to start a job or join military
115c	G2	--	--	Graduated early because of boredom at HS
115d	G2	--	--	Graduated early to move to another city
115e	G2	--	--	Graduated early to start a family
115f	G2	--	--	Graduated early for other reasons
116a	G4a	--	--	School counselor help decide to graduate early
116b	G4b	--	--	Teacher help decide to graduate early
116c	G4c	--	--	Parents help decide to graduate early
116d	G4d	--	--	Relative help decide to graduate early
116e	G4e	--	--	Other help decide to graduate early
117Aa	G5	--	--	Went to summer school to graduate early
117Ab	G5	--	--	Took extra courses to graduate early
117Ac	G5	--	--	Got AP/tested out of courses to graduate early
117Ad	G6	--	--	Got accepted to college to graduate early
117Ae	G5	--	--	Passed a test to graduate early
117B	--	--	--	What did you do to finish high school
118a	G7a	--	--	Working for pay as of 02-01

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
118b	G7b	--	--	Taking courses at 2 or 4 year school as of 02-01
118c	G7c	--	--	Taking courses at trade school as of 02-01
118d	G7d	--	--	In a training program as of 02-01
118e	G7e	--	--	On active duty in military as of 02-01
118f	G7f	--	--	A homemaker as of 02-01
118g	G7g	--	--	On temporary layoff from job as of 02-01
188h	G7h	--	--	Looking for work as of 02-01
118i	G7i	--	--	Taking a break from work as of 02-01
119	G8	--	--	Between high school and now, held FT job
120	G9	--	--	Months and years when you worked at all
121a	--	--	--	Description of current or most recent job
121b	G10.1	--	--	What kind of job or occupation do you have
121c	G10.2	--	--	What kind of business or industry is this in
121d	G10.3	--	--	What are your main activities or duties
122	G10.5	--	--	Date began at most recent or current job
123	G10.6	--	--	Date left most recent job
124	G11	--	--	Post high school class enrollment
125	G12	--	--	Dates of any post high school class enrollment
126	G13A1	--	--	Name of most recent or current school
126a	--	--	--	Applied for financial aid at current school
126b	--	--	--	Awarded financial aid at current school
127a	--	--	--	Attendance at any other school
127b	G13A2	--	--	Name and location of other school attended
127B	--	--	--	Applied for financial aid at other school
127B	--	--	--	Awarded financial aid at other school

Intracohort Student Questionnaire Crosswalks

A = NELS:88 Second Follow-up Student
B = NELS:88 Second Follow-up Dropout
C = NELS:88 First Follow-up Student
D = NELS:88 First Follow-up Dropout
E = NELS:88 Base Year Student

QUESTION NUMBER					QUESTION WORDING
A	B	C	D	E	
5a	5e	110	--	--	Date questionnaire completed
5b	--	--	--	--	Social security number
6a	--	--	--	--	Current grade level
6b	--	--	--	--	Certification from current school program
7a	18a	7b	12b	59b	In school there is real school spirit
7b	18b	7e	12e	--	In school there are interracial friends
7c	18c	7g	12g	59f	In school the teaching is good
7d	18d	7h	12h	59g	In school teachers are interested in students
7e	18f	7m	12m	59k	In school I don't feel safe
7f	18e	7n	12n	59l	In school disruptions impede learning
7g	18g	--	--	--	In school interracial fights occur
7h	18h	--	--	--	In school there are many gangs
7i	--	--	--	--	In school students are graded fairly
7j	--	--	--	--	In school there is a lot of cheating
7k	--	--	--	--	In school some teachers ignore cheating
7l	--	7d	12d	59d	In school discipline is fair
8a	--	9a	--	57a	Times in school I had something stolen from me
8b	--	9b	--	57b	Times in school someone offered me drugs
8c	--	--	--	--	Times going to school someone offered me drugs
8d	--	9c	--	57c	Times at school someone threatened to hurt me
8e	--	--	--	--	Times going to school someone threatened me
8f	--	9d	--	55f	Times at school I got into a physical fight
8g	--	--	--	--	Times going to school I physically fought
9a	19a	10a	15a	77	Times I was late for school
9b	19b	10b	15b	76	Times I cut or skipped classes
9c	19c	--	--	75	Times I missed a day of school
9d	19d	10c	15c	--	Times I got in trouble for breaking rules
9e	19e	10d	15d	--	Times I was put on an in-school suspension
9f	19f	10e	15e	--	Times I was suspended or put on probation
9g	19g	10f	15f	--	Times I was transferred for disciplinary reason
9h	19h	10g	15g	--	Times I was arrested
9i	19i	--	15h	--	Times I spent time in a juvenile center
10	--	14	--	--	Reason for last absence from school
11a	--	--	--	--	Last unexcused absence from high school
11b	--	--	--	--	# of days missed during last unexcused absence
12A	20	20	16	49	High School program description
12Ba	--	--	--	--	Was assigned to this program

A	B	C	D	E	QUESTION WORDING
12Bb	--	--	19	51d	Chose program after talking to teacher
12Bc	--	--	19	--	Chose program after talking to my parents
12Bd	--	--	19	--	Chose program after talking to my friends
12Be	--	--	--	--	Chose program myself
12Bf	--	--	--	--	Only program offered at school
13a	--	34a	17d	--	Ever been in remedial English
13b	--	34b	17c	--	Ever been in remedial mathematics
13c	--	34c	--	--	Ever been in bilingual/bicultural programs
13d	--	34d	--	68b	Ever been in English as a 2nd Language program
13e	--	34e	--	66	Ever been in advanced placement program
13f	--	34f	--	--	Ever been in educationally handicapped program
13g	--	34g	--	--	Ever been in physically handicapped program
13h	--	34h	--	--	Ever been in dropout prevention program
13i	--	--	17m	--	Ever been enrolled in vocational course
13j	--	--	--	68a	Ever been in gifted/talented program
13k	--	--	--	--	Ever been in a magnet program
14a	--	--	--	--	Participation in Talent Search or Upward Bound
14b	--	--	--	--	Yrs. participated in TS, UB or similar
15a	--	29	4g	--	Enrollment in a science class past 2 years
15Ba	--	29a	--	--	Current science class: review work from previous day
15Bb	--	29l	--	--	Current science class: listen to teacher lecture
15Bc	--	29c	--	--	Current science class: copy teacher's notes
15Bd	--	29j	--	--	Current science class: use calculators
15Be	--	29n	--	--	Current science class: watch teacher do experiment
15Bf	--	--	--	--	Current science class: do experiment alone or in group
15Bg	--	29e	--	--	Current science class: use book to do an experiment
15Bh	--	29d	--	--	Current science class: write up reports on experiments
15Bi	--	29i	--	--	Current science class: use computers to analyze data
15Bj	--	29b	--	--	Current science class: make own choice of topic for study
15Bk	--	29g	--	--	Current science class: design and conduct projects alone
15Bl	--	29m	--	--	Current science class: discuss career opportunities
16	--	30	--	--	Science class emphasis on what objectives
17	--	--	--	--	Current science class participation
18a	--	21b	--	67a	Current science class enrollment
18b	--	--	--	--	Importance of guidance in taking science
18c	--	--	--	72c	Reasons for taking a science class
18d	--	--	--	--	Reasons for not taking a science class
19a	--	--	4a	--	Enrollment in a math class past 2 years
19Ba	--	32a	--	67	Current math class: review work from previous day
19Bb	--	--	--	--	Current math class: listen to teacher lecture
19Bc	--	32c	--	--	Current math class: copy teacher's notes
19Bd	--	32b	--	--	Current math class: use books other than text
19Be	--	32d	--	--	Current math class: do problem-solving activities
19Bf	--	32g	--	--	Current math class: use calculators
19Bg	--	32e	--	--	Current math class: use computers
19Bh	--	32i	--	--	Current math class: explain work orally

A	B	C	D	E	QUESTION WORDING
19Bi	--	32h	--	--	Current math class: participate in student discussions
19Bj	--	32f	--	--	Current math class: use hands-on materials
19Bk	--	--	--	--	Current math class: discuss career opportunities
19Bl	--	--	--	--	Current math class: write about math
20a	--	31a	--	--	Math class: emphasis on increasing math interest
20b	--	31b	--	--	Math class: emphasis on memorization of rules
20c	--	31c	--	--	Math class: emphasis on preparation for more math
20d	--	31d	--	--	Math class: emphasis on meaning/solving problems
20e	--	31e	--	--	Math class: emphasis on math in daily life
21	--	--	--	--	Current math class participation
22a	--	--	--	--	Math class this term
22b	--	--	--	--	Importance of guidance in taking a math class
22c	--	--	--	69c	Reasons for taking a math class
22d	--	--	--	--	Reasons for not taking a math class
23a	--	33	17m	--	Enrollment in a vocational class past 2 years
23Ba	--	--	--	--	Vocational class: emphasis on increased interest
23Bb	--	33a	--	--	Vocational class: emphasis on teaching immediate skills
23Bc	--	33b	--	--	Vocational class: emphasis on facts, rules and steps
23Bd	--	33c	--	--	Vocational class: emphasis on math and science in work
23Be	--	33d	--	--	Vocational class: emphasis on a problem and its meaning
23Bf	--	33f	--	--	Vocational class: emphasis on use of physical equipment
23Bg	--	--	--	--	Vocational class: emphasis on further studies
24a	--	40a	--	78a	How often come to class without pencil or paper
24b	--	40b	--	78b	How often come to class without books
24c	--	40c	--	78c	How often come to class without homework done
25a1	--	36b1	--	79a	Time spent on math homework in school
25a2	--	36b1	--	--	Time spent on math homework out of school
25b1	--	36c1	--	--	Time spent on science homework in school
25b2	--	36c2	--	--	Time spent on science homework out of school
25c1	--	36d1	--	--	Time spent on English homework in school
25c2	--	36d2	--	--	Time spent on English homework out of school
25d1	--	36e1	--	--	Time spent on history/social studies homework in school
25d2	--	36e2	--	--	Time spent on history/social studies homework out of school
25e1	--	36f1	--	--	Time spent on other homework in school
25e2	--	36f2	--	--	Time spent on other homework out of school
25f1	--	36a1	--	--	Total time spent on homework in school
25f2	--	36a2	--	--	Total time spent on homework out of school
26	--	--	--	--	People who assist with homework
27	--	--	--	--	Minimum competency test for graduation taken
28	--	--	--	--	Results of competency test
29a	--	8b	--	--	Recognition: elected officer of a school class
29b	--	8c	--	--	Recognition: won academic honor
29c	--	--	--	--	Recognition: rec'd award in science or math fair
29d	--	8e	--	--	Recognition: good attendance
29e	--	8f	--	--	Recognition: good grades or honor roll
29f	--	8g	--	--	Recognition: wrote essay or poem

A	B	C	D	E	QUESTION WORDING
29g	--	8h	--	--	Recognition: M.V.P. of sports team
29h	--	8i	--	--	Recognition: community service award
29i	--	8j	--	--	Recognition: vocational/technical competition participant
30Aa	--	41A-f	--	82b	Played on team interscholastic sport
30Ab	--	41Ag	--	82e,f	Played an individual sport
30Ac	--	41Ahi	--	82d	Participated in cheerleading/pompon
30Ba	--	41Ba	--	--	Participated in school musical group
30Bb	--	41Bb	--	82n	Participated in school drama club or play
30Bc	--	41Bc	--	82r	Participated in student government
30Bd	--	41Bd	--	82o	Participated in school honor society
30Be	--	41Be	--	82q	Participated in school yearbook/newspaper
30Bf	--	41Bf	--	--	Participated in school service clubs
30Bg	--	41Bg	--	82h,i,j	Participated in school academic clubs
30Bh	--	41Bh	--	--	Participated in school hobby clubs
30Bi	--	41Bi	--	82u	Participated in FTA, FHA, FFA clubs
30Bj	--	41A-f	--	82c	Participated in intramural team sports
30Bk	--	41A-f	--	--	Participated in intramural individual sports
31	--	42	--	--	Time spent on school-sponsored activities
32	--	43	--	--	Time spent on personal reading outside school
33a	--	44b	--	--	Time spent using personal computers
33b	--	44c	--	--	Time spent working on hobbies
33c	--	44o	--	--	Time spent participating in religious activity
33d	--	44g	--	--	Time spent in youth groups
33e	--	44h	--	--	Time spent doing community service
33f	--	44i	--	--	Time spent driving or riding around
33g	--	--	--	--	Time spent doing things with friends
33h	--	44k	--	--	Time spent doing things with parents
33i	--	44l	--	--	Time spent doing things with other adults
33j	--	44m	--	--	Time spent taking classes outside school
33k	--	44n	--	--	Time spent taking sports lessons
33l	--	44f	--	--	Time spent playing sports outside school
34	--	--	--	--	Time spent per day playing video/computer games
35	--	45	--	--	Time spent per day watching video/computer games
36	--	--	--	--	National youth service program preference
37	--	--	--	--	Community volunteer work in past two years
38	--	--	--	--	Types of unpaid volunteer work
39	--	--	--	--	Organizations involved with for volunteer work
40a	36a	46a	36a	--	Importance of being successful in line of work
40b	36b	46b	36b	--	Importance of finding the right person to marry
40c	36c	46c	36c	--	Importance of having lots of money
40d	36d	46c	36d	--	Importance of having strong friendships
40e	36e	46e	36e	--	Importance of finding steady work
40f	36f	46f	36f	--	Importance of helping other community members
40g	36g	46g	36g	--	Importance of my children having better futures

A	B	C	D	E	QUESTION WORDING
40h	36h	46h	36h	--	Importance of living close to parents
40i	36i	46i	36i	--	Importance of leaving the community
40j	36j	46j	36j	--	Importance of correcting social inequalities
40k	36k	46k	36k	--	Importance of having children
40l	36l	46l	36l	--	Importance of having leisure time
40m	36m	46m	36m	--	Importance of getting away from parents
40n	36n	--	--	--	Importance of being an expert in my field
40o	36o	--	--	--	Importance of getting a good education
41a	--	47a	--	--	What father thinks I should do post high school
41b	--	47b	--	--	What mother thinks I should do post high school
41c	--	47c	--	--	What friends think I should do post high school
41d	--	47d	--	--	What relative thinks I should do post HS
41e	--	47e	--	--	What school counselor thinks I should...
41f	--	47f	--	--	What teacher thinks I should do post HS
41g	--	47g	--	--	What coach thinks I should do post high school
42a	37a	48a	37a	48	How far in school does dad want me to go
42b	37b	48b	37b	48	How far in school does mom want me to go
43	38	49	38	45	How far in school I think I will get
44a	--	50a	--	--	Have you taken/plan to take Pre-SAT test
44b	--	50b	--	--	Have you taken/plan to take the SAT
44c	--	50c	--	--	Have you taken/plan to take the ACT
44d	--	50d	--	--	Have you taken/plan to take an AP test
44e	--	50e	--	--	Have you taken/plan to take the ASVAB
44f	--	--	--	--	Have you taken/plan to take other tests
45	--	--	--	--	SAT/ACT preparation plans
46	--	--	--	--	How will you spend the summer
47	40b	--	--	--	Do you have skills for desired job in 5 years
48A	--	--	82	--	Plans to join the Armed Forces
48B	--	--	--	--	Armed Forces branch
48C	56	--	--	--	Reason for joining the Armed Forces
49	--	--	--	--	Plan on going to school right after high school
50	--	--	--	--	Reasons not to continue education immediately
51	--	--	--	--	Plan to work full-time after HS graduation
52	--	--	--	--	Do you have a full-time job arranged
53	--	--	--	51b	People at school who helped select job
54	--	--	--	--	School job finding services used
55	--	--	--	--	Hourly wage expected at FT job, post HS grad
56	--	49,51	--	47	Plans to continue education after high school
57	--	--	--	--	Help received at schl. w/coll. applications
58	--	--	--	--	What have you done to learn about financial aid
59a	--	52a	--	--	Importance of low expenses on school choice
59b	--	52b	--	--	Importance of financial aid on school choice
59c	--	52c	--	--	Importance of curriculum on school choice
59d	--	52d	--	--	Importance of athletics on school choice
59e	--	52e	--	--	Importance of social life on school choice
59f	--	52f	--	--	Importance of living at home on school choice
59g	--	52g	--	--	Importance of not living at home on choice

A	B	C	D	E	QUESTION WORDING
59h	--	52h	--	--	Importance of religion on school choice
59i	--	52i	--	--	Importance of low-crime on school choice
59j	--	52j	--	--	Importance of job placement on school choice
59k	--	--	--	--	Importance of grad school placement on choice
59l	--	52k	--	--	Importance of academic reputation on choice
59m	--	52l	--	--	Importance of easy admission on school choice
59n	--	--	--	--	Importance of degree for job on choice
59o	--	--	--	--	Importance of school's race/ethnicity on choice
59p	--	--	--	--	Importance of the school size on school choice
59q	--	--	--	--	Importance of location on school choice
59r	--	--	--	--	Importance of attending parent school on choice
60A	--	--	--	--	To how many school have you applied
60B1	--	--	--	--	Name and location of first school applied to
60B1a	--	--	--	--	Accepted at school 1
60B1b	--	--	--	--	Applied for financial aid at school 1
60B1c	--	--	--	--	Awarded financial aid at school 1
60B2	--	--	--	--	Name and location of second school applied to
60B2a	--	--	--	--	Accepted at school 2
60B2b	--	--	--	--	Applied for financial aid at school 2
60B2c	--	--	--	--	Awarded financial aid at school 2
61	23	--	--	--	Type of school most likely to attend
62	--	--	--	--	Field you would most like to study in school
63	--	--	--	--	Field in which you are most likely to train
64a	46a	53a	--	--	Expected job/occupation after high school
64b	40a	53b	39	--	Expected job/occupation at age 30
65	40c	--	40	--	Expected education needed for job at 30
66a	57a	62a	46a	44a	I feel good about myself
66b	57b	62b	46b	44b	I don't have enough control of my life
66c	57c	62c	46c	44c	Good luck is more important than hard work
66d	57d	62d	46d	44d	I feel I am a person of worth
66e	57e	62e	46e	44e	Am able to do things as well as most others
66f	57f	62f	46f	44f	When I try to get ahead, I am stopped
66g	57g	62g	46g	44g	My plans hardly ever work out
66h	57h	62h	46h	44h	On the whole, I am satisfied with myself
66i	57i	62i	46i	44i	I feel useless at times
66j	57j	62j	46j	44j	At times, I think I am no good at all
66k	57k	62k	46k	44k	I am certain I can make my plans work
66l	57l	62l	46l	44l	I feel I do not have much to be proud of
66m	57m	62m	46m	44m	Chance and luck are very important in my life
67a	58a	64a	48a	46	Chances you will graduate from high school
67b	58b	64b	48b	--	Chances you will go to college
67c	58c	64c	48c	--	Chances you will have a job that pays well
67d	58d	64d	48d	--	Chances you will own your own home
67e	58e	64e	48e	--	Chances you will have a job you enjoy
67f	58f	64f	48f	--	Chances you will have a happy life
67g	58g	64g	48g	--	Chances you will stay in good health
67h	58h	64h	48h	--	Chances you will be able to live where you want

A	B	C	D	E	QUESTION WORDING
67i	58i	64i	48i	--	Chances you will be respected in your community
67j	58j	64j	48j	--	Chances you will have friends you can count on
67k	58k	64k	48k	--	Chances your life will be better than parents
67l	58l	64l	48l	--	Chances your children's life better than yours
68a	60a	70a	53a	--	Important to friends to attend class regularly
68b	60b	70b	53b	--	Important to friends to study
68c	60c	70c	53c	--	Important to friends to play sports
68d	60d	70d	53d	--	Important to friends to get good grades
68e	60e	70e	53e	--	Important to friends to be popular
68f	60f	70f	53f	--	Important to friends to finish High School
68g	60g	70g	53g	--	Important to friends to go steady
68h	60h	70i	53i	--	Important to friends to continue education
68i	60i	70j	53j	--	Important to friends to participate in religion
68j	60j	70k	53k	--	Important to friends to do community work
68k	60k	70k	53l	--	Important to friends to have a regular job
68l	60l	--	--	--	Important to get together with friends
68m	60m	70h	53h	--	Important to friends to go to parties
68n	60n	--	--	--	Important to friends to have sexual relations
68o	60o	--	--	--	Important to friends to use drugs
68p	60p	--	--	--	Important to friends to drink alcohol
68q	60q	--	--	--	Important to friends to make money
69a	--	--	52	--	# of friends that dropped out of HS
69b	--	--	--	--	# of friends that have no plans for college
69c	--	--	--	--	# of friends that plan to work full-time
69d	--	--	--	--	# of friends to attend community/tech school
69e	--	--	--	--	# of friends that plan to attend college
70	61A	--	56	--	# of friends that belong to gangs
71	61B	--	57	--	Do you belong to a gang
72a	62a	--	--	--	Age you expect to marry
72b	62b	--	--	--	Age you expect to have first child
72c	62c	--	--	--	Age you expect to start first FT job
72d	62d	--	--	--	Age you expect to live in own home or apt.
72e	62e	--	--	--	Age you expect to finish your education
73	5A	--	88	--	Current marital status
74	64	74	61	--	Importance of marriage before sexual relations
75	65	75	62	--	Consider having a child if not married
76	66	76	63	--	Have any children of your own
77	67	--	63A	--	First child's birthdate
78	68	--	65	--	Frequency of care given to child by individuals
79	69	--	64	--	Type of relationship w/ mom or dad of 1st child
80	70	77	66	--	Cigarettes smoked daily
81a	71a	78a	67a	--	Occasions drank alcoholic beverages in lifetime
81b	71b	78b	67b	--	Occasions drank alcohol last 12 months
81c	71c	78c	67c	--	Occasions drank alcohol last 30 days
82	72	--	68	--	Times had 5 drinks or more in a row last 2 wks
83a	73a	80Aa	69Aa	--	Occasions used marijuana or hashish in lifetime
83b	73b	80Ab	69Ab	--	Occasions used marijuana or hashish last year

A	B	C	D	E	QUESTION WORDING
83c	73c	80Ac	69Ac	--	Occasions used marijuana or hashish last month
84a	74a	80Ba	69Ba	--	Occasions used cocaine in any form in lifetime
84b	74b	80Bb	69Bb	--	Occasions used cocaine in any form last year
84c	74c	80Bc	69Bc	--	Occasions used cocaine in any form last month
85	75	--	--	--	Occasions on drugs at school
86A	--	84	73	53	Have you worked for pay?
86B	--	--	--	--	Date of the last time you worked for pay
87	45e	--	--	--	Date started current or most recent job
88	46h	85	74	53	Hours worked per week at most recent job
89	--	86	75	--	Hours worked on the weekends
90	45b	87	76	54	Type of work at current or most recent job
91	45k	88	77	--	Pay rate per hour at current or most recent job
92a	47a	--	79c	--	Money spent on clothes and other things
92b	47b	--	79c	--	Money spent to go out
92c	47c	--	79d	--	Money spent to buy gas and other car items
92d	47d	--	--	--	Money spent to pay for rent
92e	47e	--	--	--	Money spent to purchase food
92f	47f	--	79e	--	Money spent for future education
92g	47g	--	--	--	Money spent to buy alcohol
92h	47h	--	--	--	Money spent to buy illegal drugs
93	77	95	90	--	Do you babysit for own child or others
94	78	96	91	--	Hours per school day you babysit
95	79	97	92	--	School days missed to babysit
96a	80a	99a	94a	--	Past two years, family moved to a new home
96b	80b	99c	94b	--	Past two years, parents got divorced
96c	80c	99b	94c	--	Past two years, parent(s) got re-married
96d	80d	99d,e	94d,e	--	Past two years, parent(s) lost job
96e	80e	99f,g	94f,g	--	Past two years, parent(s) started work
96f	80f	--	--	--	Past two years, parent(s) got a better job
96g	80g	99h	94h	--	Past two years, I became seriously ill
96h	80h	99i,j	94i,j	--	Past two years, my parent(s) died
96i	80i	99k	94k	--	Past two years, close relative died
96j	80j	99l	94l	--	Past two years, unmarried sister got pregnant
96k	80k	99m	94m	--	Past two years, brother or sister dropped out
96l	80l	99n	94n	--	Past two years, family on welfare
96m	80m	99o	94o	--	Past two years, family off welfare
96n	80n	99q	94q	--	Past two years, family member seriously ill
96o	80o	--	--	--	Past two years, family member did drugs
96p	80p	--	--	--	Past two years, family member did drug rehab
96q	80q	--	--	--	Past two years, family member a crime victim
97	--	103	96	--	Parents know best friend's parents
98a	81a	104a	98a	--	Decision maker about staying out late
98b	81b	--	--	--	Decision maker about car use
98c	81a	104d	98c	--	Decision maker about having a job
98d	81d	104f	98e	--	Decision maker about spending money
98e	81e	--	--	--	Decision maker about drinking alcohol w/parents
98f	81f	--	--	--	Decision maker about drinking alcohol at party

A	B	C	D	E	QUESTION WORDING
98g	81g	--	--	--	Decision maker about revocation of privileges
98h	81h	104j	--	--	Decision maker about going to college
98i	--	104c	98g	--	Decision maker about which classes to take
99a	--	105a	--	36a	Discussed school courses with parents
99b	--	105b	--	36b	Discussed events of interest with parents
99c	--	105c	--	36c	Discussed class topics with parents
99d	--	105d	--	--	Discussed grades with parents
99e	--	105f	--	--	Discussed entrance exams with parents
99f	--	105g	--	--	Discussed applying to college with parents
99g	--	--	--	--	Discussed post high school jobs with parents
99h	--	--	--	--	Discussed current events with parents
99i	--	--	--	--	Discussed things that trouble you w/parents
100a	82a	108a	99a	39a	Parents trust you to do what they expect
100b	82b	108b	99b	39b	I often don't know why to do what I am told
100c	82c	108c	99c	39c	I count on parents to solve problems for me
100d	82d	108d	99d	--	I will be a source of pride in the future
100e	82e	108e	99e	--	My parent get along well with one another
100f	82f	108f	99f	--	My own family will be similar to my current one
101	83	109	100	--	Past 2 years, did you run away from home
102	85	--	--	--	Number of times family moved since 01-01-88
103	86	--	--	--	Number of times school changes since 01-01-88
104	84	--	101	--	Age when left alone at home for a week plus
105	87	83	72	--	Do you think of yourself as a religious person
106	88	82	71	--	Frequency of attendance at religious services
107	89	--	--	17	Is English your native language
108	90	--	--	--	Use of native language
109a	91a	57a	44a	27a	Understanding of spoken English
109b	91b	57b	44b	27b	Proficiency in speaking English
109c	91c	57c	44c	27c	Proficiency in reading English
109d	91d	57d	44c	27d	Proficiency in writing English
110a	92a	58	45	29	Special help given in increasing English skills
110b	92b	59	--	--	Form of any special help
110c	92c	--	--	--	English skill improvement from help given
111a	--	--	--	--	Problems writing papers based on English skills
111b	--	--	--	--	Problems with essay exams based on English
111c	--	--	--	--	Problems with choice exams based on English
111d	--	--	--	--	Problems understanding teacher based on English
111e	--	--	--	--	Problems taking notes based on English skills
111f	--	--	--	--	Problems participating in class based on Eng.
111g	--	--	--	--	Problems doing homework based on English
112a	--	--	--	--	Problems applying for jobs based on English
112b	--	--	--	--	Problems with teachers based on English skills
112c	--	--	--	--	Problems participating at school based on Eng.
112d	--	--	--	--	Problems with sports based on English skills
112e	--	--	--	--	Problems making friends because of English
113a	94a	--	--	--	Problems getting good grades based on English
113b	94b	--	--	--	Problems getting a job based on English skills

A	B	C	D	E	QUESTION WORDING
113c	94c	--	--	--	Problems getting higher pay based on English
113d	94d	--	--	--	Problems applying to college based on English
113e	94e	--	--	--	Problems applying to jr. college based on Eng.
113f	94f	--	--	--	Problems applying to trade school based on Eng.
113g	94g	--	--	--	Problems of acceptance to college based on Eng.
113h	94h	--	--	--	Problems of acceptance to jr. coll. from Eng.
113i	94i	--	--	--	Problems of acceptance at trade school for Eng.
113j	94j	--	--	--	Problems of good grades at coll. based on Eng.
113k	94k	--	--	--	Problems of good grades at trade schl. from Eng.
114	--	--	--	--	Date of high school graduation
115a	--	--	--	--	Graduated early to apply to college early
115b	--	--	--	--	Graduated early to start a job or join military
115c	--	--	--	--	Graduated early because of boredom at HS
115d	--	--	--	--	Graduated early to move to another city
115e	--	--	--	--	Graduated early to start a family
115f	--	--	--	--	Graduated early for other reasons
116a	--	--	--	--	School counselor help decide to graduate early
116b	--	--	--	--	Teacher help decide to graduate early
116c	--	--	--	--	Parents help decide to graduate early
116d	--	--	--	--	Relative help decide to graduate early
116e	--	--	--	--	Other help decide to graduate early
117Aa	--	--	--	--	Went to summer school to graduate early
117Ab	--	--	--	--	Took extra courses to graduate early
117Ac	--	--	--	--	Got AP/tested out of courses to graduate early
117A	--	--	--	--	Got accepted to college to graduate early
117Ae	--	--	--	--	Passed a test to graduate early
117B	--	--	--	--	What did you do to finish high school
118a	--	--	--	--	Working for pay as of 02-01-92
118b	--	--	--	--	Taking courses at 2 or 4 year school 02-01-92
118c	--	--	--	--	Taking courses at trade school 02-01-92
118d	--	--	--	--	In a training program as of 02-01-92
118e	--	--	--	--	On active duty in military as of 02-01-92
118f	--	--	--	--	A homemaker as of 02-01-92
118g	--	--	--	--	On temporary layoff from job as of 02-01-92
118h	--	--	--	--	Looking for work as of 02-01-92
118i	--	--	--	--	Taking a break from work as of 02-01-92
119	44a	--	73	--	Between high school and now, held FT job
120	44b	--	--	--	Months and years when you worked at all
121a	45a	--	76	--	Description of current or most recent job
121b	45b	--	--	--	What kind of job or occupation do you have
121c	45c	--	--	--	What kind of business or industry is this in
121d	45d	--	--	--	What are your main activities or duties
122	45e	--	--	--	Date began at most recent or current job
123	45g	--	--	--	Date left most recent job
124	23	--	--	--	Post high school enrollment
125	--	--	--	--	Dates of any post high schl. class enrollment
126	--	--	--	--	Name of most recent or current school

A	B	C	D	E	QUESTION WORDING
126a	--	--	--	--	Applied for financial aid
126b	--	--	--	--	Awarded financial aid
127a	--	--	--	--	Attendance at any other school
127b	--	--	--	--	Name and location of other school attended
127Ba	--	--	--	--	Applied for financial aid
127Bb	--	--	--	--	Awarded financial aid

Appendix F

NELS:88 Second Follow-Up

Followback Study of Excluded Students: Screeners

NORC 4521
3/92

NELS:88 2FU: FOLLOWBACK STUDY OF EXCLUDED STUDENTS
STUDENT ENROLLMENT STATUS SCREENER
SCHOOL CONTACT

DATE: / /92

FI NAME: ______________________________ FI ID: |__|__|__|__|__|__|

STUDENT ID: |__|__|__|__|__|__|__|

STUDENT NAME: ______________________________

SCHOOL NAME: ______________________________

CONTACT NAME: ______________________________

ASK TO SPEAK TO A GUIDANCE COUNSELOR

Hello, this is ____________ calling from the National Opinion Research Center at the University of Chicago. I'm calling regarding the Second Follow-Up to the National Education Longitudinal Study of 1988. We are currently following up on students who were excluded from the student sample in 1988 or 1990 because of a language barrier or physical or mental disability. We are attempting to locate the students to determine whether they are eligible for the survey. We think that one/some of these students may be enrolled in your school, and I would like to ask you a few questions about him/her/them.

1. Is (STUDENT) currently enrolled in your school?

Yes	1	**SKIP TO QUESTION 4**
No, he/she dropped out (has had 20 or more consecutive unexcused absences)	2	**SKIP TO QUESTION 3A**
No, he/she transferred to another school	3	**GO TO QUESTION 2**
No -- OTHER (home-study, early graduate, institutionalized, etc.) SPECIFY BELOW	4	**SKIP TO QUESTION 3A**

____

2. What is the name and location of the school to which the student transferred?

NAME OF SCHOOL: ______________________ CITY ______________ STATE ______

GO TO QUESTION 3A

3A. In what grade was (STUDENT) when he/she left your school?

GRADE: |__|__|

Not assigned a grade-level . . . 1

3B. When did he/she last attend your school?

|__|__| - 19 |__|__| --> **IF PRIOR TO MARCH 1, 1991, STOP. SKIP TO BOX AT BOTTOM OF NEXT PAGE. (IF DROPOUT, THIS DATE IS MOST RECENT DROPOUT DATE.)**
MONTH YEAR **IF AFTER MARCH 1, CONTINUE WITH QUESTION 4.**

4. **Did (STUDENT) have 20 or more consecutive unexcused absences between March 1, 1991 and December 15, 1991?**

Yes . . . . 1 **GO TO QUESTION 5A**

No . . . . 2 **SKIP TO BOX AT BOTTOM OF PAGE**

Not enrolled during
that time period . . . . . . 3 **SKIP TO BOX AT BOTTOM OF PAGE**

5A. **During which month and year did he/she first stop attending school?**

|___|___| - 19 |___|___| (DROPOUT DATE)
MONTH YEAR

5B. **In what grade was (STUDENT) at that time?**

GRADE: |___|___|

Not assigned a grade-level 1

6. **Did he/she return to school, and if so, during which month and year?**

Yes . . . . 1 **DROP-IN DATE:** |___|___| - 19 |___|___| **–> GO TO QUESTION 7A**
MONTH YEAR

No . . . . 2 **SKIP TO BOX AT BOTTOM OF PAGE**

7A. **Did he/she stop attending school again at some later point, and if so when?**

Yes . . . . 1 **DROPOUT DATE:** |___|___| - 19 |___|___| **–> GO TO QUESTION 7B**
MONTH YEAR

No . . . . 2 **SKIP TO BOX BELOW**

7B. **In what grade was (STUDENT) at that time?**

GRADE: |___|___|

Not assigned a grade-level 1

COLLECTING REMAINING DROPOUT/IN DATES, IF NECESSARY. THEN GO TO BOX BELOW

SCREEN FOR ENROLLMENT FOR EACH EXCLUDED STUDENT REPORTED TO ATTEND THE SCHOOL. THEN ADMINISTER THE ELIGIBILITY SCREENER FOR EACH STUDENT WHO IS REPORTED TO BE A DROPOUT, AN ENROLLED STUDENT, OR AN "OTHER" IN QUESTION 1.

DO NOT ADMINISTER THE ELIGIBILITY SCREENER FOR STUDENTS WHO HAVE TRANSFERRED TO ANOTHER SCHOOL. YOU WILL INSTEAD CONTACT THE NEW SCHOOL AND ADMINISTER THE ENROLLMENT AND ELIGIBILITY SCREENERS FOR THAT STUDENT.

NELS:88 2FU: FOLLOWBACK STUDY OF EXCLUDED STUDENTS
ELIGIBILITY SCREENER

NORC 4521
3/92

DATE: / /92

FI NAME: ________________________ FI ID: |__|__|__|__|__|__|__|

STUDENT ID: |__|__|__|__|__|__|__|

STUDENT NAME: ________________________

SCHOOL NAME: ________________________

CONTACT NAME: ________________________

Now I would like to ask a few questions that will help us determine whether (STUDENT) is eligible for the Second Follow-Up of NELS:88. **NOTE: IF THE STUDENT IS NOT CURRENTLY ENROLLED IN THE SCHOOL, YOU WILL NEED TO MAKE THE APPROPRIATE CHANGES IN VERB TENSE IN THE SCREENER QUESTIONS, AND MAY NEED TO SUBSTITUTE "MOST RECENT" FOR "1991-92" IN QUESTIONS 1 AND 5.**

1. Was (STUDENT'S) 1991-92 (most recent) reading score in ENGLISH below the eighth grade level?

Yes	1	**GO TO QUESTION 2**
No	2	**GO TO QUESTION 2**
Unable to assign a grade level to score	3	**GO TO QUESTION 2**
No reading score available from 91-92	4	**SKIP TO QUESTION 3**

ALSO RECORD ANSWER, VERBATIM ________________________

____

2. What was that reading score? (WRITE IN BELOW)

____

IF BELOW EIGHTH GRADE, SKIP TO Q4. IF EQUAL TO OR HIGHER THAN EIGHTH GRADE, SKIP TO Q9. IF UNABLE TO ASSIGN A GRADE LEVEL, GO TO Q3.

3. Do you feel that (STUDENT) is capable of completing a questionnaire designed for students who read English at the eighth grade level?

Yes	1
No	2

ALSO RECORD ANSWER, VERBATIM ________________________

____

____

4. Is (STUDENT) a native speaker of Spanish?

Yes	1	**GO TO QUESTION 5**
No	2	**SKIP TO QUESTION 8**

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5. **Was his/her 1991-92 (most recent) reading score in Spanish below the eighth grade level?**

Yes .... 1 **GO TO QUESTION 6**
No .... 2 **GO TO QUESTION 6**
Unable to assign a grade level to score ...... 3 **GO TO QUESTION 6**
No reading score available from 91-92 .... 4 **SKIP TO QUESTION 7**

ALSO RECORD ANSWER, VERBATIM ______________________________

____

6. **What was that score? (WRITE IN BELOW)**

____

IF BELOW EIGHTH GRADE, SKIP TO Q9. IF EQUAL TO OR HIGHER THAN EIGHTH GRADE, SKIP TO Q9. IF UNABLE TO ASSIGN A GRADE LEVEL TO THE SCORE, GO TO Q7.

7. **Do you feel that (STUDENT) is capable of completing a questionnaire designed for students who read Spanish at the eighth grade level?**

Yes 1
No 2

ALSO RECORD ANSWER, VERBATIM ______________________________

____

____

NOW SKIP TO QUESTION 9

8. **Is (STUDENT) a native speaker of any language other than English or Spanish?**

Yes .... 1 ---> **What language?** ____________________
No 2

9. **Does (STUDENT) suffer from any behavior disorder, severe cognitive deficit, or severe physical impairment that would make it necessary for one to use extraordinary measures to administer the questionnaire, such as oral administration versus self-administration, a large print or Braille version of the questionnaire, or other extraordinary special assistance?**

Yes .... 1 **GO TO QUESTION 10**
No .... 2 **SKIP TO QUESTION 12**

10. **Please specify the behavior disorder, severe cognitive deficit, or physical impairment:**

RECORD ANSWER, VERBATIM ______________________________

____

____

11. Please specify the extraordinary measures that would be needed to administer the questionnaire:

RECORD ANSWER. VERBATIM ______________________________

____

____

____

12. In what grade is (STUDENT)?

GRADE: |__|__|

Not assigned a grade-level . . 1

13. What is (STUDENT'S) sex?

Male 1

Female 2

14. Of the following choices, which best describes (STUDENT)? (CIRCLE ONE)

Asian or Pacific Islander 1
Hispanic, regardless of race 2
Black, not of Hispanic origin 3
White, not of Hispanic origin 4
American Indian or Alaskan Native . . 5

15. What are his/her home phone number, address, and parents' names, according to your most recent records?

ADDRESS ______________________________

CITY ____________________ STATE __________ ZIP CODE |__|__|__|__|__|

MOTHER/FEMALE GUARDIAN'S NAME ______________________________

FATHER/MALE GUARDIAN'S NAME ______________________________

PHONE NUMBER (_______)____________________

16. Finally, I would like to make sure that I have the correct address for your school.

ADDRESS ______________________________

CITY ____________________ STATE __________ ZIP CODE |__|__|__|__|__|

PHONE NUMBER (_______)____________________

ADMINISTER ELIGIBILITY SCREENER FOR NEXT STUDENT, OR, IF NO MORE STUDENTS, THANK CONTACT.

NELS:88 2FU: FOLLOWBACK STUDY OF EXCLUDED STUDENTS
STUDENT ENROLLMENT STATUS SCREENER
HOME CONTACT

NORC 4521
3/92

Use this screener to:

1. verify the enrollment status and confirm the dropout/dropin dates of sample members reported to be **Phase One-Two dropouts**. **START AT QUESTION 1.**

2. verify the enrollment status and confirm the dropout/dropin dates of sample members reported to be **Phase Three dropouts**. **START AT QUESTION 7. (IF A PHASE ONE-TWO AND PHASE THREE DROPOUT, START AT QUESTION 1.)**

3. determine the current enrollment status of and the school most recently attended by BYI's who were not enrolled in school as of the First Follow-Up. **START AT QUESTION 7.**

DATE: / /92

FI NAME: ____________________ FI ID: |__|__|__|__|__|__|

STUDENT ID: |__|__|__|__|__|__|__|

STUDENT NAME: ____________________

CONTACT NAME: ____________________

IF NOT SAMPLE MEMBER, RELATION TO SAMPLE MEMBER: ____________________

ASK TO SPEAK TO THE STUDENT (OR PARENT/GUARDIAN–MODIFY QUESTIONS AS NECESSARY)

A. Hello, this is __________ calling from the National Opinion Research Center at the University of Chicago. I'm calling regarding the Second Follow-Up to the National Education Longitudinal Study of 1988. We are currently following up on some of our sample members, and I'd like to ask you a few questions about your enrollment in school.

1. Were you out of school for a month or more for a reason other than illness or vacation between March 1, 1991 and December 15, 1991?

Yes . . . . 1 **SKIP TO QUESTION 4** (SAMPLE MEMBER IS A PHASE ONE-TWO DROPOUT)

No . . . . 2 **GO TO QUESTION 2**

2. Your school records from (SCHOOL) indicate that you first left that school in (DROPOUT DATE REPORTED BY SCHOOL). Did you transfer to another school, and if so, when?

Yes . . . . 1 --> **TRANSFER DATE:** |__|__|-19|__|__| --> **GO TO QUESTION 3**

No . . . . 2 **RECORD BELOW WHAT THE STUDENT WAS DOING, THEN SKIP TO Q7**

____

____

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3. **What is the name and location of the school to which you transferred?**

NAME OF SCHOOL: ______________________ PIN: |__|__|__|__|__|__|__|

CITY: ______________________ STATE: __________

SAMPLE MEMBER IS A PHASE ONE-TWO STUDENT. SKIP TO QUESTION 7.

4. **During which month and year did you first leave school for a month or more for reason other than illness or vacation?**

|__|__| - 19 |__|__| **(EARLIEST DROPOUT DATE)**
MONTH YEAR

5. **Did you return to school, and if so, during which month and year?**

Yes . . . . 1 **DROP-IN DATE:** |__|__| - 19 |__|__| **--> GO TO QUESTION 6A**
MONTH YEAR

No . . . . 2 **SKIP TO QUESTION 8** (SAMPLE MEMBER IS A PHASE THREE DROPOUT)

6A. **Did you leave school again for a month or more at some later point, and if so, when?**

Yes . . . . 1 **DROPOUT DATE:** |__|__| - 19 |__|__| **--> GO TO QUESTION 6B**
MONTH YEAR

No . . . . 2 **SKIP TO QUESTION 8** (SAMPLE MEMBER IS A PHASE THREE STUDENT)

6B. **Did you return to school, and if so, during which month and year?**

Yes . . . . 1 **DROP-IN DATE:** |__|__| - 19 |__|__| **--> COLLECT REMAINING DROPOUT/IN DATES, THEN SKIP TO QUESTION 8.**
MONTH YEAR

No . . . . 2 **SKIP TO QUESTION 8** (SAMPLE MEMBER IS A PHASE THREE DROPOUT)

7. **Are you currently attending school?**

Yes . . . . 1 **GO TO QUESTION 8**

No . . . . 2 **GO BACK TO QUESTION 4** (SAMPLE MEMBER IS A PHASE THREE DROPOUT)

8. **What is the name and location of the school you are currently attending/most recently attended?**

NAME OF SCHOOL: ______________________ PIN: |__|__|__|__|__|__|__|

CITY: ______________________ STATE: __________

NOW GO TO PARAGRAPH B

B. Thank you very much for your assistance. Another representative from the National Opinion Research Center may be contacting you shortly about NELS:88.

Appendix G

Public Use Record Layout for the NELS:88
Second Follow-Up Data Tape

NELS:88 Second Follow-Up Public Use Student Data File Record Layout (Magnetic Tape Version)

Because the number of variables in the student data file exceeds the amount allowed by SPSS-X, the data file has been split into two files. Part 1 contains the questionnaire items, while part 2 contains all other variables, such as the flags, composites, test scores, New Student Supplement variables, and transcript composites.

The original EBCDIC files delivered on magnetic tape have the following structure (where LRECL = logical record layout and BLKSIZE = blocking factor):

Part 1

raw data: LRECL = 663, BLKSIZE = 27846
SAS and SPSS-X cards: LRECL = 80, BLKSIZE = 27920

Part 2

raw data: LRECL = 603, BLKSIZE = 27738
SAS and SPSS-X cards: LRECL = 80, BLKSIZE = 27920

VARIABLE NAME	POSITION
Part 1	
STU_ID	1-7
F2S5AMO	8-9
F2S5ADA	10-11
F2S6A	12-12
F2S6B	13-13
F2S7A	14-14
F2S7B	15-15
F2S7C	16-16
F2S7D	17-17
F2S7E	18-18
F2S7F	19-19
F2S7G	20-20
F2S7H	21-21
F2S7I	22-22
F2S7J	23-23
F2S7K	24-24
F2S7L	25-25
F2S8A	26-26
F2S8B	27-27

F2S8C	28-28
F2S8D	29-29
F2S8E	30-30
F2S8F	31-31
F2S8G	32-32
F2S9A	33-33
F2S9B	34-34
F2S9C	35-35
F2S9D	36-36
F2S9E	37-37
F2S9F	38-38
F2S9G	39-39
F2S9H	40-40
F2S9I	41-41
F2S10	42-43
F2S11A	44-44
F2S11B	45-45
F2S12A	46-47
F2S12BA	48-48
F2S12BB	49-49
F2S12BC	50-50
F2S12BD	51-51
F2S12BE	52-52
F2S12BF	53-53
F2S13A	54-54
F2S13B	55-55
F2S13C	56-56
F2S13D	57-57
F2S13E	58-58
F2S13F	59-59
F2S13G	60-60
F2S13H	61-61
F2S13I	62-62
F2S13J	63-63
F2S13K	64-64
F2S14A	65-65
F2S14BA1	66-66
F2S14BA2	67-67
F2S14BA3	68-68
F2S14BA4	69-69
F2S14BA5	70-70
F2S14BB1	71-71
F2S14BB2	72-72
F2S14BB3	73-73
F2S14BB4	74-74
F2S14BB5	75-75
F2S14BC1	76-76
F2S14BC2	77-77
F2S14BC3	78-78

F2S14BC4	79-79
F2S14BC5	80-80
F2S15A	81-81
F2S15BA	82-82
F2S15BB	83-83
F2S15BC	84-84
F2S15BD	85-85
F2S15BE	86-86
F2S15BF	87-87
F2S15BG	88-88
F2S15BH	89-89
F2S15BI	90-90
F2S15BJ	91-91
F2S15BK	92-92
F2S15BL	93-93
F2S16A	94-94
F2S16B	95-95
F2S16C	96-96
F2S16D	97-97
F2S16E	98-98
F2S17A	99-99
F2S17B	100-100
F2S17C	101-101
F2S17D	102-102
F2S18A	103-103
F2S18BA	104-104
F2S18BB	105-105
F2S18BC	106-106
F2S18BD	107-107
F2S18BE	108-108
F2S18CA	109-109
F2S18CB	110-110
F2S18CC	111-111
F2S18CD	112-112
F2S18CE	113-113
F2S18DA	114-114
F2S18DB	115-115
F2S18DC	116-116
F2S18DD	117-117
F2S18DE	118-118
F2S18DF	119-119
F2S18DG	120-120
F2S19A	121-121
F2S19BA	122-122
F2S19BB	123-123
F2S19BC	124-124
F2S19BD	125-125
F2S19BE	126-126
F2S19BF	127-127

F2S19BG	128-128
F2S19BH	129-129
F2S19BI	130-130
F2S19BJ	131-131
F2S19BK	132-132
F2S19BL	133-133
F2S20A	134-134
F2S20B	135-135
F2S20C	136-136
F2S20D	137-137
F2S20E	138-138
F2S21A	139-139
F2S21B	140-140
F2S21C	141-141
F2S21D	142-142
F2S22A	143-143
F2S22BA	144-144
F2S22BB	145-145
F2S22BC	146-146
F2S22BD	147-147
F2S22BE	148-148
F2S22CA	149-149
F2S22CB	150-150
F2S22CC	151-151
F2S22CD	152-152
F2S22CE	153-153
F2S22DA	154-154
F2S22DB	155-155
F2S22DC	156-156
F2S22DD	157-157
F2S22DE	158-158
F2S22DF	159-159
F2S22DG	160-160
F2S23A	161-161
F2S23BA	162-162
F2S23BB	163-163
F2S23BC	164-164
F2S23BD	165-165
F2S23BE	166-166
F2S23BF	167-167
F2S23BG	168-168
F2S24A	169-169
F2S24B	170-170
F2S24C	171-171
F2S25A1	172-173
F2S25A2	174-175
F2S25B1	176-177
F2S25B2	178-179
F2S25C1	180-181

F2S25C2	182-183
F2S25D1	184-185
F2S25D2	186-187
F2S25E1	188-189
F2S25E2	190-191
F2S25F1	192-193
F2S25F2	194-195
F2S26A	196-196
F2S26B	197-197
F2S26C	198-198
F2S26D	199-199
F2S26E	200-200
F2S26F	201-201
F2S27	202-202
F2S28	203-203
F2S29A	204-204
F2S29B	205-205
F2S29C	206-206
F2S29D	207-207
F2S29E	208-208
F2S29F	209-209
F2S29G	210-210
F2S29H	211-211
F2S29I	212-212
F2S30AA	213-213
F2S30AB	214-214
F2S30AC	215-215
F2S30BA	216-216
F2S30BB	217-217
F2S30BC	218-218
F2S30BD	219-219
F2S30BE	220-220
F2S30BF	221-221
F2S30BG	222-222
F2S30BH	223-223
F2S30BI	224-224
F2S30BJ	225-225
F2S30BK	226-226
F2S31	227-228
F2S32	229-230
F2S33A	231-231
F2S33B	232-232
F2S33C	233-233
F2S33D	234-234
F2S33E	235-235
F2S33F	236-236
F2S33G	237-237
F2S33H	238-238
F2S33I	239-239

F2S33J	240-240
F2S33K	241-241
F2S33L	242-242
F2S34A	243-243
F2S34B	244-244
F2S35A	245-245
F2S35B	246-246
F2S36	247-247
F2S37	248-248
F2S38A	249-249
F2S38B	250-250
F2S38C	251-251
F2S38D	252-252
F2S38E	253-253
F2S39A	254-254
F2S39B	255-255
F2S39C	256-256
F2S39D	257-257
F2S39E	258-258
F2S39F	259-259
F2S39G	260-260
F2S39H	261-261
F2S40A	262-262
F2S40B	263-263
F2S40C	264-264
F2S40D	265-265
F2S40E	266-266
F2S40F	267-267
F2S40G	268-268
F2S40H	269-269
F2S40I	270-270
F2S40J	271-271
F2S40K	272-272
F2S40L	273-273
F2S40M	274-274
F2S40N	275-275
F2S40O	276-276
F2S41A	277-278
F2S41B	279-280
F2S41C	281-282
F2S41D	283-284
F2S41E	285-286
F2S41F	287-288
F2S41G	289-290
F2S42A	291-292
F2S42B	293-294
F2S43	295-296
F2S44A	297-297
F2S44AMO	298-299

F2S44AYR	300-301
F2S44B	302-302
F2S44BMO	303-304
F2S44BYR	305-306
F2S44C	307-307
F2S44CMO	308-309
F2S44CYR	310-311
F2S44D	312-312
F2S44DMO	313-314
F2S44DYR	315-316
F2S44E	317-317
F2S44EMO	318-319
F2S44EYR	320-321
F2S44F	322-322
F2S44FMO	323-324
F2S44FYR	325-326
F2S45A	327-327
F2S45B	328-328
F2S45C	329-329
F2S45D	330-330
F2S45E	331-331
F2S45F	332-332
F2S46A	333-333
F2S46B	334-334
F2S46C	335-335
F2S46D	336-336
F2S47	337-337
F2S48A	338-338
F2S48B	339-339
F2S48C	340-340
F2S49	341-341
F2S50A	342-342
F2S50B	343-343
F2S50C	344-344
F2S50D	345-345
F2S50E	346-346
F2S50F	347-347
F2S50G	348-348
F2S50H	349-349
F2S50I	350-350
F2S50J	351-351
F2S50K	352-352
F2S50L	353-353
F2S50M	354-354
F2S50N	355-355
F2S51	356-356
F2S52	357-357
F2S53A	358-358
F2S53B	359-359

F2S53C	360-360
F2S53D	361-361
F2S53E	362-362
F2S53F	363-363
F2S54A	364-364
F2S54B	365-365
F2S54C	366-366
F2S54D	367-367
F2S54E	368-368
F2S54F	369-369
F2S54G	370-370
F2S55	371-372
F2S56	373-373
F2S57A	374-374
F2S57B	375-375
F2S57C	376-376
F2S57D	377-377
F2S58A	378-378
F2S58B	379-379
F2S58C	380-380
F2S58D	381-381
F2S58E	382-382
F2S58F	383-383
F2S58G	384-384
F2S59A	385-385
F2S59B	386-386
F2S59C	387-387
F2S59D	388-388
F2S59E	389-389
F2S59F	390-390
F2S59G	391-391
F2S59H	392-392
F2S59I	393-393
F2S59J	394-394
F2S59K	395-395
F2S59L	396-396
F2S59M	397-397
F2S59N	398-398
F2S59O	399-399
F2S59P	400-400
F2S59Q	401-401
F2S59R	402-402
F2S60A	403-403
F2S60B1A	410-410
F2S60B1B	411-411
F2S60B1C	412-412
F2S60B2A	419-419
F2S60B2B	420-420
F2S60B2C	421-421

F2S61	422-422
F2S62	423-424
F2S63	425-426
F2S64A	427-428
F2S64B	429-430
F2S65	431-432
F2S66A	433-433
F2S66B	434-434
F2S66C	435-435
F2S66D	436-436
F2S66E	437-437
F2S66F	438-438
F2S66G	439-439
F2S66H	440-440
F2S66I	441-441
F2S66J	442-442
F2S66K	443-443
F2S66L	444-444
F2S66M	445-445
F2S67A	446-446
F2S67B	447-447
F2S67C	448-448
F2S67D	449-449
F2S67E	450-450
F2S67F	451-451
F2S67G	452-452
F2S67H	453-453
F2S67I	454-454
F2S67J	455-455
F2S67K	456-456
F2S67L	457-457
F2S68A	458-458
F2S68B	459-459
F2S68C	460-460
F2S68D	461-461
F2S68E	462-462
F2S68F	463-463
F2S68G	464-464
F2S68H	465-465
F2S68I	466-466
F2S68J	467-467
F2S68K	468-468
F2S68L	469-469
F2S68M	470-470
F2S68N	471-471
F2S68O	472-472
F2S68P	473-473
F2S68Q	474-474
F2S69A	475-475

F2S69B	476-476
F2S69C	477-477
F2S69D	478-478
F2S69E	479-479
F2S70	480-480
F2S71	481-481
F2S72A	482-483
F2S72B	484-485
F2S72C	486-487
F2S72D	488-489
F2S72E	490-491
F2S73	492-493
F2S74	494-494
F2S75	495-495
F2S76	496-496
F2S77MO	497-498
F2S77YR	499-500
F2S78A	501-501
F2S78B	502-502
F2S78C	503-503
F2S78D	504-504
F2S78E	505-505
F2S78F	506-506
F2S78G	507-507
F2S78H	508-508
F2S79	509-510
F2S80	511-511
F2S81A	512-512
F2S81B	513-513
F2S81C	514-514
F2S82	515-515
F2S83A	516-516
F2S83B	517-517
F2S83C	518-518
F2S84A	519-519
F2S84B	520-520
F2S84C	521-521
F2S85A	522-522
F2S85B	523-523
F2S85C	524-524
F2S86A	525-525
F2S86BMO	526-527
F2S86BYR	528-529
F2S87MO	530-531
F2S87YR	532-533
F2S88	534-535
F2S89	536-537
F2S90	538-539
F2S91	540-541

F2S92A	542-542
F2S92B	543-543
F2S92C	544-544
F2S92D	545-545
F2S92E	546-546
F2S92F	547-547
F2S92G	548-548
F2S92H	549-549
F2S93	550-550
F2S94	551-552
F2S95	553-553
F2S96A	554-554
F2S96B	555-555
F2S96C	556-556
F2S96D	557-557
F2S96E	558-558
F2S96F	559-559
F2S96G	560-560
F2S96H	561-561
F2S96I	562-562
F2S96J	563-563
F2S96K	564-564
F2S96L	565-565
F2S96M	566-566
F2S96N	567-567
F2S96O	568-568
F2S96P	569-569
F2S96Q	570-570
F2S97	571-571
F2S98A	572-572
F2S98B	573-573
F2S98C	574-574
F2S98D	575-575
F2S98E	576-576
F2S98F	577-577
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F2S109C	619-619
F2S109D	620-620
F2S110A	621-621
F2S110BA	622-622
F2S110BB	623-623
F2S110BC	624-624
F2S110BD	625-625
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F2S110CA	627-627
F2S110CB	628-628
F2S110CC	629-629
F2S110CD	630-630
F2S111A	631-631
F2S111B	632-632
F2S111C	633-633
F2S111D	634-634
F2S111E	635-635
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F2S111G	637-637
F2S112A	638-638
F2S112B	639-639
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F2S113E	647-647
F2S113F	648-648

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F2S113H	650-650	
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F2S113K	653-653	
F2QWT	654-663	4*

Part 2

STU_ID	1-7	
F2QWT	8-17	4*
F2PNLWT	18-27	4*
F2F1PNWT	28-37	4*
F2CXTWT	38-47	4*
F2TRSCWT	48-57	4*
F2TRP1WT	58-67	4*
F2TRP2WT	68-77	4*
F2BYQFLG	78-78	
F2F1QFLG	79-79	
F2QFLG	80-80	
F2TXFLG	81-81	
F2NSSFLG	82-82	
F2BYF1PN	83-83	
F2F1PNFL	84-84	
F2PNLFLG	85-85	
F2ADMFLG	86-86	
F2PAQFLG	87-87	
F2TRSCFL	88-88	
F2TEQFLG	89-89	
F2CXTFLG	90-90	
F2TRP1FL	91-91	
F2TRP2FL	92-92	
G8COHORT	93-93	
G10COHRT	94-94	
G12COHRT	95-95	
F2STAT	96-97	
F2RWTST	98-98	
F2DOSTAT	99-99	
F2SEQFLG	100-100	
F2SMPFLG	101-101	
F2EGDFLG	102-102	
F2F1DOST	103-104	
F2EVDOST	105-105	
F2UNIV1	106-109	
F2UNIV2A	110-110	
F2UNIV2B	111-111	
F2UNIV2C	112-113	
F2UNIV2D	114-115	

F2HSPROG	116-117	
F2SEX	118-118	
F2RACE1	119-119	
F2API	120-120	
F2HISP	121-121	
F2BIRTHM	122-123	
F2BIRTHY	124-125	
F2SES1	126-130	3*
F2SES1Q	131-131	
F2LOCUS1	132-135	2*
F2LOCUS2	136-139	2*
F2LOCU2Q	140-140	
F2CNCPT1	141-144	2*
F2CNCPT2	145-148	2*
F2CNCP2Q	149-149	
F2F1SCFL	150-150	
G12CTRL1	151-152	
G12URBN3	155-155	
G12REGON	156-157	
F22XRIRR	160-163	2*
F22XMIRR	164-167	2*
F22XSIRR	168-171	2*
F22XHIRR	172-175	2*
F22XRSTD	176-179	2*
F22XMSTD	180-183	2*
F22XSSTD	184-187	2*
F22XHSTD	188-191	2*
F22XRQ	192-192	
F22XMQ	193-193	
F22XSQ	194-194	
F22XHQ	195-195	
F22XRTH	196-199	2*
F22XMTH	200-203	2*
F22XSTH	204-207	2*
F22XHTH	208-211	2*
F22XCOMP	212-215	2*
F22XQURT	216-216	
F22XRPL1	217-217	
F22XRPL2	218-218	
F22XRPL3	219-219	
F22XRPRO	220-220	
F22XMPL1	221-221	
F22XMPL2	222-222	
F22XMPL3	223-223	
F22XMPL4	224-224	
F22XMPL5	225-225	
F22XMPRO	226-226	
F22XSPL1	227-227	
F22XSPL2	228-228	

F22XSPL3	229-229	
F22XSPRO	230-230	
F22XRPP1	231-233	2*
F22XRPP2	234-236	2*
F22XRPP3	237-239	2*
F22XMPP1	240-242	2*
F22XMPP2	243-245	2*
F22XMPP3	246-248	2*
F22XMPP4	249-251	2*
F22XMPP5	252-254	2*
F22XSPP1	255-257	2*
F22XSPP2	258-260	2*
F22XSPP3	261-263	2*
F22XNAEP	264-268	2*
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F2N4	270-271	
F2N5	272-273	
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F2N8B	280-281	
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F2N9B	284-285	
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F2N14B	310-310	
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F2N15B	312-312	
F2N16	313-313	

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F2N16D	317-317	
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F2N16M	326-326	
F2N17	327-327	
F2N18	328-329	
F2N19	330-330	
F2N20	331-332	
F2N21A	333-333	
F2N21B	334-334	
F2N21C	335-335	
F2N21D	336-336	
F2N22	337-338	
F2RSPFLG	355-356	
F2RDTLMO	365-366	
F2RDTLYR	367-368	
F2RREASL	369-370	
F2TRSTYP	371-372	
F2RRLVRB	373-392	A**
F2RGPA	393-397	2*
TRNURBN3	420-420	
TRNREGON	421-422	
F2RCRLST	425-425	
F2RTR09	426-426	
F2RTR10	427-427	
F2RTR11	428-428	
F2RTR12	429-429	
F2RTROUT	430-431	
F2RTRPRG	432-433	
F2RNWB1A	434-434	
F2RNWB2A	435-435	
F2RNWB3A	436-436	
F2RNWB4A	437-437	
F2RNWB5A	438-438	
F2RNWB1B	439-439	
F2RNWB2B	440-440	
F2RNWB3B	441-441	
F2RNWB4B	442-442	
F2RNWB5B	443-443	
F2RHEN_C	444-447	2*

F2RHMA_C	448-451	2*
F2RHSC_C	452-455	2*
F2RHSO_C	456-459	2*
F2RHCO_C	460-463	2*
F2RHFO_C	464-467	2*
F2RHENG2	468-471	2*
F2RHMAG2	472-475	2*
F2RHSCG2	476-479	2*
F2RHSOG2	480-483	2*
F2RHCOG2	484-487	2*
F2RHFOG2	488-491	2*
F2RENG_C	492-495	2*
F2RFOR_C	496-499	2*
F2RMAT_C	500-503	2*
F2RAL1_C	504-507	2*
F2RAL2_C	508-511	2*
F2RGEO_C	512-515	2*
F2RTRI_C	516-519	2*
F2RPRE_C	520-523	2*
F2RCAL_C	524-527	2*
F2ROMA_C	528-531	2*
F2RSCI_C	532-535	2*
F2REAR_C	536-539	2*
F2RBIO_C	540-543	2*
F2RCHE_C	544-547	2*
F2RPHY_C	548-551	2*
F2ROSC_C	552-555	2*
F2RSOC_C	556-559	2*
F2RHIS_C	560-563	2*
F2ROSO_C	564-567	2*
F2RCOM_C	568-571	2*
F2RVAG_C	572-575	2*
F2RVBU_C	576-579	2*
F2RVGN_C	580-583	2*
F2RVHE_C	584-587	2*
F2RVHO_C	588-591	2*
F2RVMA_C	592-595	2*
F2RVTE_C	596-599	2*
F2RVTR_C	600-603	2*

* Denotes a float variable. The number listed indicates the largest possible number of digits that may appear to the right of the decimal point.

** Values for this variable are in alpha format.

NELS:88 First Follow-Up Public Use Student Data File Record Layout (Magnetic Tape Version)

VARIABLE NAME	POSITION
STU_ID	1-7
F1S7A	8-8
F1S7B	9-9
F1S7C	10-10
F1S7D	11-11
F1S7E	12-12
F1S7F	13-13
F1S7G	14-14
F1S7H	15-15
F1S7I	16-16
F1S7J	17-17
F1S7K	18-18
F1S7L	19-19
F1S7M	20-20
F1S7N	21-21
F1S7O	22-22
F1S8A	23-23
F1S8B	24-24
F1S8C	25-25
F1S8D	26-26
F1S8E	27-27
F1S8F	28-28
F1S8G	29-29
F1S8H	30-30
F1S8I	31-31
F1S8J	32-32
F1S9A	33-33
F1S9B	34-34
F1S9C	35-35
F1S9D	36-36
F1S10A	37-37
F1S10B	38-38
F1S10C	39-39
F1S10D	40-40
F1S10E	41-41
F1S10F	42-42
F1S10G	43-43
F1S11A	44-44
F1S11B	45-45
F1S11C	46-46
F1S11D	47-47
F1S12A	48-48
F1S12B	49-49
F1S12C	50-50

F1S12D	51-51
F1S12E	52-52
F1S12F	53-53
F1S12G	54-54
F1S12H	55-55
F1S12I	56-56
F1S12J	57-57
F1S12K	58-58
F1S12L	59-59
F1S12M	60-60
F1S12N	61-61
F1S12O	62-62
F1S12P	63-63
F1S12Q	64-64
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F1S13	66-67
F1S14	68-69
F1S15A	70-70
F1S15B	71-71
F1S15C	72-72
F1S15D	73-73
F1S15E	74-74
F1S16A	75-75
F1S16B	76-76
F1S16C	77-77
F1S16D	78-78
F1S16E	79-79
F1S16F	80-80
F1S16G	81-81
F1S17	82-83
F1S18A	84-84
F1S18B	85-85
F1S19A1	86-86
F1S19B1	87-87
F1S19C1	88-88
F1S19A2	89-89
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F1S19A3	92-92
F1S19B3	93-93
F1S19C3	94-94
F1S20	95-96
F1S21A	97-98
F1S21B	99-100
F1S21C	101-102
F1S21D	103-104
F1S22A	105-105
F1S22B	106-106
F1S22C	107-107

F1S22D	108-108
F1S22E	109-109
F1S22F	110-110
F1S22G	111-111
F1S22H	112-112
F1S22I	113-113
F1S22J	114-114
F1S23A	115-115
F1S23B	116-116
F1S23C	117-117
F1S23D	118-118
F1S23E	119-119
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F1S23G	121-121
F1S23H	122-122
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F1S24B	124-124
F1S24C	125-125
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F1S24E	127-127
F1S24F	128-128
F1S24G	129-129
F1S24H	130-130
F1S24I	131-131
F1S24J	132-132
F1S24K	133-133
F1S24L	134-134
F1S24M	135-135
F1S24N	136-136
F1S24O	137-137
F1S25A	138-138
F1S25B	139-139
F1S25C	140-140
F1S25D	141-141
F1S25E	142-142
F1S25F	143-143
F1S25G	144-144
F1S25H	145-145
F1S26A	146-147
F1S26B	148-149
F1S26C	150-151
F1S26D	152-153
F1S27A	154-155
F1S27B	156-157
F1S27C	158-159
F1S27D	160-161
F1S28A	162-163
F1S28B	164-165
F1S28C	166-167

F1S28D	168-169
F1S29	170-170
F1S29A	171-171
F1S29B	172-172
F1S29C	173-173
F1S29D	174-174
F1S29E	175-175
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F1S29H	178-178
F1S29I	179-179
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F1S34D	214-214
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F1S34F	216-216
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F1S70D	486-486
F1S70E	487-487
F1S70F	488-488
F1S70G	489-489
F1S70H	490-490
F1S70I	491-491
F1S70J	492-492
F1S70K	493-493
F1S70L	494-494
F1S71A	495-495
F1S71B	496-496
F1S71C	497-497
F1S71D	498-498
F1S71E	499-499
F1S71F	500-500
F1S71G	501-501
F1S71H	502-502
F1S71I	503-503
F1S71J	504-504
F1S71K	505-505
F1S72	506-507
F1S73A	508-508
F1S73B	509-509
F1S73C	510-510
F1S73D	511-511
F1S73E	512-512
F1S73F	513-513
F1S73G	514-514
F1S74	515-515
F1S75	516-516
F1S76	517-517
F1S77	518-519
F1S78A	520-520
F1S78B	521-521
F1S78C	522-522
F1S79	523-523
F1S80AA	524-524
F1S80AB	525-525
F1S80AC	526-526
F1S80BA	527-527

F1S80BB	528-528
F1S80BC	529-529
F1S81	530-531
F1S82	532-533
F1S83	534-534
F1S84	535-535
F1S85	536-536
F1S86	537-537
F1S87	538-539
F1S88	540-541
F1S89	542-542
F1S90A	543-544
F1S90B	545-546
F1S91A	547-548
F1S91B	549-550
F1S92A	551-551
F1S92B	552-552
F1S92C	553-553
F1S92D	554-554
F1S92E	555-555
F1S92F	556-556
F1S92G	557-557
F1S92H	558-558
F1S92I	559-559
F1S93A	560-561
F1S93B	562-563
F1S93C	564-565
F1S93D	566-567
F1S93E	568-569
F1S93F	570-571
F1S93G	572-573
F1S94	574-574
F1S95	575-575
F1S96	576-577
F1S97	578-578
F1S98A	579-579
F1S98B	580-580
F1S98C	581-581
F1S98D	582-582
F1S98E	583-583
F1S98F	584-584
F1S98G	585-585
F1S98H	586-586
F1S98I	587-587
F1S99A	588-588
F1S99B	589-589
F1S99C	590-590
F1S99D	591-591
F1S99E	592-592

F1S99F	593-593
F1S99G	594-594
F1S99H	595-595
F1S99I	596-596
F1S99J	597-597
F1S99K	598-598
F1S99L	599-599
F1S99M	600-600
F1S99N	601-601
F1S99O	602-602
F1S99P	603-603
F1S99Q	604-604
F1S99R	605-605
F1S99S	606-606
F1S100A	607-607
F1S100B	608-608
F1S100C	609-609
F1S100D	610-610
F1S100E	611-611
F1S100F	612-612
F1S100G	613-613
F1S101	614-615
F1S102A	616-616
F1S102B	617-617
F1S102C	618-618
F1S102D	619-619
F1S102E	620-620
F1S103	621-621
F1S104A	622-622
F1S104B	623-623
F1S104C	624-624
F1S104D	625-625
F1S104E	626-626
F1S104F	627-627
F1S104G	628-628
F1S104H	629-629
F1S104I	630-630
F1S104J	631-631
F1S105A	632-632
F1S105B	633-633
F1S105C	634-634
F1S105D	635-635
F1S105E	636-636
F1S105F	637-637
F1S105G	638-638
F1S106A	639-639
F1S106B	640-640
F1S106C	641-641
F1S106D	642-642

F1S107A	643-643	
F1S107B	644-644	
F1S107C	645-645	
F1S108A	646-647	
F1S108B	648-649	
F1S108C	650-651	
F1S108D	652-653	
F1S108E	654-655	
F1S108F	656-657	
F1S109	658-658	
F1S110MO	659-660	
F1S110DA	661-662	
F1S110YR	663-664	
F1QWT	665-674	4*
F1PNLWT	675-684	4*
F1QFLG	685-685	
F1BYQFLG	686-686	
F1PANFLG	687-687	
F1TXFLG	688-688	
F1NSSFLG	689-689	
F1ADMFLG	690-690	
F1TRNFLG	691-691	
F1SEQFLG	692-692	
F1SMPFLG	693-693	
F1STAT	694-695	
F1SRVMTH	696-697	
F1DOSTAT	698-698	
F1SEX	699-699	
F1RACE	700-700	
F1API	701-701	
F1SES	702-706	3*
F1SESQ	707-707	
F1PARED	708-709	
F1LOCUS1	710-713	2*
F1LOCUS2	714-717	2*
F1LOCU2Q	718-718	
F1CNCPT1	719-722	2*
F1CNCPT2	723-726	2*
F1CNCP2Q	727-727	
F1BIRTHM	728-729	
F1BIRTHY	730-731	
F1DRPS89	732-732	
F1DRPF89	733-733	
F1DRPS90	734-734	
F1HSPROG	735-735	
FAMCOMP	736-737	
G8CTRL1	738-738	
G8CTRL2	739-739	
G10CTRL1	740-741	

G10CTRL2	742-743	
G10URBAN	744-744	
G10REGON	745-746	
F1SCENRL	747-748	
G10ENROL	749-750	
F12XRIRR	751-754	2*
F12XMIRR	755-758	2*
F12XSIRR	759-762	2*
F12XHIRR	763-766	2*
F12XRSTD	767-770	2*
F12XMSTD	771-774	2*
F12XSSTD	775-778	2*
F12XHSTD	779-782	2*
F12XRQ	783-783	
F12XMQ	784-784	
F12XSQ	785-785	
F12XHQ	786-786	
F12XRTH	787-790	2*
F12XMTH	791-794	2*
F12XSTH	795-798	2*
F12XHTH	799-802	2*
F12XCOMP	803-806	2*
F12XQURT	807-807	
F12XRPL1	808-808	
F12XRPL2	809-809	
F12XRPRO	810-810	
F12XMPL1	811-811	
F12XMPL2	812-812	
F12XMPL3	813-813	
F12XMPL4	814-814	
F12XMPRO	815-815	
F12XSPL1	816-816	
F12XSPL2	817-817	
F12XSPL3	818-818	
F12XSPRO	819-819	
F12XRPP1	820-822	2*
F12XRPP2	823-825	2*
F12XRPP3	826-828	2*
F12XMPP1	829-831	2*
F12XMPP2	832-834	2*
F12XMPP3	835-837	2*
F12XMPP4	838-840	2*
F12XMPP5	841-843	2*
F12XSPP1	844-846	2*
F12XSPP2	847-849	2*
F12XSPP3	850-852	2*
F1SCH_ID	853-857	
F1N2	858-858	
F1N4	859-859	

F1N5A	860-860
F1N5B	861-862
F1N6	863-863
F1N7A	864-864
F1N7B	865-866
F1N8A	867-867
F1N8B	868-869
F1N8C	870-870
F1N9	871-871
F1N10	872-872
F1N11	873-873
F1N12	874-875
F1N13	876-877
F1N14	878-879
F1N15	880-881
F1N16A	882-882
F1N16B	883-883
F1N16C	884-884
F1N16D	885-885
F1N17A	886-886
F1N17B	887-887
F1N17C	888-888
F1N17D	889-889
F1N18	890-890
F1N19A	891-891
F1N19B	892-892
F1N19C	893-893
F1N19D	894-894
F1N19E	895-895
F1N19F	896-896
F1N19G	897-897
F1N19H	898-898
F1N19I	899-899
F1N19J	900-900
F1N20A	901-902
F1N20B	903-904
F1N21A	905-905
F1N21B	906-906
F1N21C	907-907
F1N21D	908-908
F1N21E	909-909
F1N21F	910-910
F1N21G	911-911
F1N21H	912-912
F1N21I	913-913
F1N21J	914-914
F1N21K	915-915
F1N21L	916-916
F1N21M	917-917

F1N21N	918-918
F1N21O	919-919
F1N21P	920-920
F1N22	921-921
F1N22A	922-922
F1N22B	923-923
F1N22C	924-924
F1N22D	925-925
F1N22E	926-926
F1N22F	927-927
F1N22G	928-928
F1N22H	929-929
F1N22I	930-930
F1N22J	931-931
F1N22K	932-932

* Denotes a float variable. The number listed indicates the largest possible number of digits that may appear to the right of the decimal point.

Appendix H

NELS:88 Student Data Weights, Flags, and Composite Variables (BY, F1, and F2)

Weights

Cross-sectional analysis of second follow-up student data requires that the F2QWT weight variable be applied. Longitudinal analyses, on the other hand, require use of F2F1PNWT or F2PNLWT panel weights, with the difference hinging upon the time points that define the student panel that the user wishes to examine.

F2QWT	use for producing weighted twelfth-grade student statistics in cross-sectional analyses.
F2F1PNWT	use for producing weighted student panel statistics when both first follow-up and second follow-up data are employed in the analysis.
F2PNLWT	use for producing weighted student panel statistics when all three survey waves (base year, first follow-up and second follow-up) data are included in the analysis.
F2CXTWT	use for producing weighted student contextual component statistics, in conjunction with either cross-sectional analyses that also involve school administrator and/or teacher data.
F2TRSCWT	use for conducting cross-sectional analysis of transcript data.
F2TRP1WT	use for conducting panel analyses using the transcript component data with the panel of 1988 eighth graders four years later in 1992.
F2TRP2WT	use for conducting panel analyses using the transcript component data with the panel of 1990 tenth graders two years later in 1992.

Detailed discussion of second follow-up weighting procedures appears in Chapter III of this manual.

Flags

The following indicators are to be used in conjunction with the weights created specifically for these populations. The stem of the variable name for the flag and for the corresponding statistical weight are the same.

F2BYF1PN Indicates whether or not sample member on second follow-up file is part of the base year/first follow-up panel sample (1988 to 1990 longitudinal panel).

0 = Sample member is not a member of the base year to first follow-up panel (did not complete a base year student questionnaire and an first follow-up student or dropout questionnaire).

1 = Sample member is a member of the base year to first follow-up panel (completed a base year student questionnaire and an first follow-up student or dropout questionnaire).

F2F1PNFL Indicates whether or not sample member on second follow-up file is a member of the first follow-up/second follow-up panel sample (1990 to 1992 longitudinal panel).

0 = Sample member is not a member of the first follow-up/second follow-up panel (did not complete both a first follow-up questionnaire and a second follow-up questionnaire).

1 = Sample member is a member of the first follow-up to second follow-up panel, but not a member of the sophomore panel (was not enrolled in the tenth grade in the spring of 1990, but completed a first follow-up student or dropout questionnaire and second follow-up student or dropout questionnaire).

2 = Sample member is a member of the first follow-up to second follow-up panel, and a member of the sophomore panel (was enrolled in the tenth grade in the spring of 1990 and completed a first follow-up student questionnaire and a second follow-up student or dropout questionnaire).

F2PNLFLG Indicates whether or not sample member on second follow-up file is a member of the base year/first follow-up/second follow-up panel sample (participation in all three waves of NELS:88: 1988, 1990, and 1992).

0 = Sample member is not a member of the BY-F1-F2 panel sample (did not complete a questionnaire in all three rounds of NELS:88).

1 = Sample member is a member of the BY-F1-F2 panel sample (completed a base year student questionnaire and a first follow-up student or dropout questionnaire and a second follow-up student or dropout questionnaire).

The following flags indicate the completion (and presence on the data file of corresponding information) or not of specified documents. A value of 1 or 2 specifies that the document was completed, 0 that it was not.

F2BYQFLG Indicates whether or not sample member completed a base year student questionnaire.

0 = Sample member did not complete a base year student questionnaire.

1 = Sample member completed a base year student questionnaire.

F2F1QFLG Indicates whether or not sample member completed a first follow-up student or dropout questionnaire.

0 = Sample member did not complete a first follow-up questionnaire.

1 = Sample member completed a first follow-up student questionnaire.

2 = Sample member completed a first follow-up dropout questionnaire.

F2QFLG Indicates whether or not sample member completed a second follow-up student or dropout questionnaire.

0 = Sample member did not complete a second follow-up questionnaire.

1 = Sample member completed a second follow-up student questionnaire.

2 = Sample member completed a second follow-up dropout questionnaire.

This variable can also serve as a participation flag. If the value of F2QFLG is greater than 0, then the case is a second follow-up participant. If the value of F2QFLG is 0, then the sample member is a second follow-up non-participant.

F2TXFLG Indicates whether or not sample member completed a second follow-up cognitive test.

0 = Sample member did not complete a second follow-up cognitive test.

1 = Sample member completed a second follow-up cognitive test.

This flag appears on the dropout file even though the test scores do not; dropout test scores appear only on the student data files.

F2NSSFLG Indicates whether or not sample member completed a second follow-up new student supplement (second follow-up freshened student or did not complete a base year student questionnaire or a first follow-up NSS).

0 = Sample member did not complete a second follow-up new student supplement.

1 = Sample member completed a second follow-up new student supplement (if second follow-up freshened student or did not complete either a base year student questionnaire or first follow-up NSS).

The following flags identify sample members for whom school administrator, parent, transcript, or teacher data were collected, and whether or not a contextual weight is available for the student.

F2ADMFLG Indicates whether or not a school administrator questionnaire is available for all sample members on the file.

0 = The sample member is a member of the contextual components sample and the school administrator did not complete a second follow-up school questionnaire.

1 = The sample member is a member of the contextual components sample and the school administrator completed a second follow-up school questionnaire.

2 = Not applicable--the sample member is not a member of the contextual components sample.

F2PAQFLG Indicates whether or not a second follow-up parent questionnaire was completed by an eligible parent, who was not subsampled out of the second follow-up, of a student or dropout sample member who completed a second follow-up student or dropout questionnaire.

0 = A parent questionnaire was not completed for the sample member.

1 = A parent questionnaire was completed for the sample member.

F2TRSCFL 0 = The sample member is a member of the transcript study but the transcript was not collected.

1 = The sample member is a member of the transcript study and the transcript was collected.

2 = Not applicable. The sample member is not a member of the transcript study.

F2TRP1FL Indicates whether or not a sample member was a part of both the eighth- to twelfth-grade student panel, a participant in all three rounds, and a transcript was collected for the sample member.

0 = The sample member was not included in both the eighth- to twelfth-grade panel and the transcripts study, or did not complete a questionnaire in all three rounds.

1 = The sample member is a member of the eighth- to twelfth-grade panel and transcripts data is also available for the student, and the sample member completed a questionnaire in all three rounds.

F2TRP2FL Indicates whether or not a sample member was a part of both the tenth- to twelfth-grade panel, a participant in the first and second follow-up, and a transcript was collected for the sample member.

0 = The sample member was either 1) not a member of the 1990 - 1992 completers who also were included in the transcript component; 2) a member of the 1990 - 1992 panel and the transcript component but did not complete a questionnaire in the first follow-up or second follow-up; or 3) a member of the 1990 - 1992 panel and the transcript component but a transcript was not collected for the sample member.

1 = The sample member is included in the 1990 - 1992 panel sample, completed a first follow-up and second follow-up questionnaire, and a transcript was collected for the sample member. However, the student was not enrolled in the tenth grade in the spring of 1990.

2 = The sample member was enrolled in the tenth grade in the spring of 1990 and was member of the 1990 - 1992 panel, completed a first and second follow-up questionnaire, and transcript data is available for the sample member.

F2TEQFLG Indicates whether a student sample member was eligible for the teacher survey and whether or not a teacher report was completed for the sample member.

0 = The student was eligible for a teacher report, but student's teacher did not complete a teacher report for that student.

1 = A teacher report is available for the student on the teacher file.

2 = The student was not eligible for the teacher survey because the student was not enrolled in a mathematics or science course.

3 = The student was not eligible for the teacher survey because the student was not a part of the contextual components sample.

F2CXTFLG Indicates that a sample member belongs to the contextual components sample. Use this variable for identifying sample members enrolled in an eligible contextual school (eligible for collection of school administrator and teacher data) and who completed a second follow-up student questionnaire. This indicator is analogous to F2QFLG but for the contextual sample. As with the F2QFLG, if users are interested in conducting twelfth-grade cross-sectional analyses of students with contextual data, users will need to invoke this flag (F2CXTFLG>0) in conjunction with either the grade sequence flag, F2SEQFLG, or the twelfth-grade cohort flag, G12COHRT.

0 = Sample member is not a member of the contextual components sample.

1 = Sample member is a member of the contextual components sample and completed a second follow-up student questionnaire

2 = Sample member is a member of the contextual components sample but did not complete a second follow-up student questionnaire

The following flags identify all sample members on the tape regardless of participation, enrollment status or eligibility.

G8COHORT Indicates whether or not sample member is a member of the 8th grade cohort (whether or not sample member was enrolled in the 8th grade during the 1987-88 school year)

0 = Sample member is not a member of the 8th grade cohort (was not enrolled in 8th grade in the spring of 1988, i.e., first follow-up and second follow-up freshened sample members).

1 = Sample member is a "survey" eligible member of the 8th grade cohort (was enrolled in school in the 8th grade in the spring of 1988 and eligible to complete a NELS:88 base year student questionnaire).

3 = Sample member is a "survey" ineligible member of the 8th grade cohort (was enrolled in 8th grade in the spring of 1988 but was excluded from the study owing to a mental or physical disability or language barrier to participation).

G10COHRT Indicates whether or not sample member is a member of the 10th grade cohort (whether or not sample member was enrolled in the 10th grade during the 1989-90 school year)

0 = Sample member is not a member of the 10th grade cohort (was not enrolled in the 10th grade in the spring of 1990, i.e., second follow-up freshened sample members, dropouts, sample members who are out of the modal grade sequence, deceased sample members, and other than first follow-up freshened out-of-USA sample members).

1 = Sample member is a member of the spring-defined 10th grade cohort (was enrolled in school in the 10th grade in the spring of 1990 and eligible to complete a NELS:88 first follow-up student questionnaire).

2 = Sample member is a member of the fall-defined *only* 10th grade cohort (first follow-up freshened student who was enrolled in school in the 10th grade in the fall of 1989, but dropped out by spring of 1990). **These cases do not appear on the public use data files.**

3 = Sample member is a "survey" ineligible member of the 10th grade cohort (was enrolled in 10th grade in the spring of 1990 but was excluded from the study owing to a mental or physical disability or language barrier to participation or was a first follow-up freshened student who moved out of the USA by spring of 1990).

G12COHRT Indicates whether or not sample member is a member of the 12th grade cohort (whether or not sample member was enrolled in the 12th grade during the 1991-92 school year)

0 = Sample member is not a member of the 12th grade cohort (was not enrolled in the 12th grade in the spring of 1992, i.e., dropouts, sample members who are out of the modal grade sequence, deceased sample members, unlocatables, and other than second follow-up freshened out-of-country sample members).

1 = Sample member is a member of the spring-defined 12th grade cohort (was enrolled in school in the 12th grade in the spring of 1992 and eligible to complete a NELS:88 second follow-up student questionnaire).

2 = Sample member is a member of the fall-defined *only* 12th grade cohort (second follow-up freshened student who was enrolled in school in the 12th grade in the fall of 1991, but dropped out by spring of 1992). **These cases do not appear on the public use data files.**

3 = Sample member is a "survey" ineligible member of the 12th grade cohort (was enrolled in 12th grade in the spring of 1992 but was excluded from the study owing to a mental or physical disability or language barrier to participation or was a second follow-up freshened student who moved out of the USA by the spring of 1992).

F2STAT Indicates final status in the second follow-up for sample members who appear on the file.

00 = Sample member participated.

01 = Other reasons, nonrespondent.

02 = Sample member unlocatable.

03 = Sample member or parent refusal.

04 = Sample member is ineligible for survey owing to language barrier, or mental or physical disability.

05 = Sample member is out of USA in this round.

06 = Sample member is deceased.

F2RWTST Indicates the sample member's second follow-up weighting enrollment status, real or imputed, used in calculating second follow-up weights, including F2TRSCWT. This variable must be used in conjunction with F2TRSCWT to identify the proper weighting status of each sample member in the transcript study.

1 = The sample member was eligible for the second follow-up survey and was enrolled in school in the twelfth grade in 1992.

2 = The sample member was eligible for the second follow-up and was enrolled in school, but not in the twelfth grade in 1992.

3 = The sample member was eligible for the second follow-up and was a dropout or alternative completer in 1992.

4 = The sample member was ineligible for the second follow-up or was out-of-scope for the second follow-up.

F2DOSTAT Indicates enrollment status, either dropout or student, as of the second follow-up *only*. Also permits identification of dropouts according to either the NELS:88 first follow-up definition of a dropout (i.e., dropouts only: use values 4 and 5) and the HS&B/NELS:88 second follow-up definition of a dropout (i.e., dropouts plus alternative completers: use values 3, 4, and 5).

0 = Student (sample member was not a school dropout or a stopout in the second follow-up).

1 = Enrollment status was not determined (includes out-of-country, deceased, and enrollment status unknown cases).

2 = Stopout (sample member dropped out of school at one time in second follow-up, but subsequently returned to school).

3 = Alternative completer (enrolled in or completed an alternative non-diploma program [e.g., GED test preparation classes, or passed GED test or received other alternative certification]).

4 = Dropout--school confirmed (sample member was reported by the school to be a dropout but status was not also confirmed by sample member and/or family).

5 = Dropout--doubled confirmed (sample member dropped out of school--confirmed by sample member and/or family).

F2SEQFLG Indicates whether or not participating students are currently enrolled in 12th grade. Also identifies dropouts, regardless of their participation status (values 4 and 5).

0 = Sample member is enrolled in 12th grade in a traditional diploma-granting program (value pertains to participants only).

1 = Sample member is an early graduate--enrolled in 12th grade in a traditional diploma-granting program but graduated early (value pertains to participants only).

2 = Sample member is enrolled in a grade other than 12th grade in a traditional diploma-granting program (value pertains to participants only).

3 = Not applicable--sample member is a non-participant (includes out-of-USA, deceased, ineligible students, and others who did not complete the second follow-up survey questionnaires).

4 = Not applicable--sample member is an alternative completer (this value pertains to both participating and non-participating sample members).

5 = Not applicable--sample member is a dropout, school-only confirmed or double-confirmed by sample member and/or family as well (this value pertains to both participating and non-participating sample members).

F2SMPFLG Indicates how and when sample members were brought into the study: base year (eighth-grade cohort or base year ineligible), first or second follow-up freshened student.

00 = Eighth-grade cohort member.

01 = Second follow-up or 12th grade freshened student.

02 = First follow-up or 10th grade freshened student.

03 = Base year Ineligible sample member.

F2EGDFLG Distinguishes early graduates and GED completers from other types of sample members.

0 = Sample member was neither an early graduate nor a GED completer prior to April 1, 1992.

1 = Sample member was an early graduate prior to April 1, 1992.

2 = Sample member was a GED completer prior to April 1, 1992.

F2F1DOST Indicates the dropout status of a sample member in the first follow-up. F2F1DOST is like F1DOSTAT, except that it reflects the correction of sampling errors included in the second follow-up release of the first follow-up files.

00 = The sample member was a student in the first follow-up.

01 = The enrollment status of the sample member was not determined in the first follow-up.

02 = The sample member was a stopout (sample member dropped out of school at one time but returned to school) in the first follow-up.

03 = The sample member was a homestudy student in the first follow-up.

04 = The sample member was a dropout in the first follow-up as confirmed by the sample member's school.

05 = The sample member was a dropout in the first follow-up as confirmed by both the sample member's school and the sample member/family.

06 = Not applicable. The student entered NELS:88 through freshening in the second follow-up.

F2EVDOST Indicates whether or not sample member has ever dropped out in the first follow-up or second follow-up.

0 = Sample member has not dropped out since the beginning of the first follow-up, March 1989.

1 = Sample member has dropped out at least once since the beginning of the first follow-up, March 1989.

Student-level Composite Variables

F2SEX Most complete indicator of sample members' gender. For the BYI sample and for BY dropouts, F1SEX was created with first follow-up new student supplement data (in F1N2) or with information on NORC's Survey Management System. For all samples, F2SEX is based on the first follow-up (F1SEX) composite and is augmented by second follow-up new student supplement information (in F2N2) if appropriate or, if still missing, by imputation from student first names.

1 = Male

2 = Female

F2RACE1 Indicates student's race. For the BYI sample and BY dropouts, F1RACE was created with data from the first follow-up new student supplement (in F1N8A) or from information in NORC's Survey Management System. For all samples, F2RACE1 is based on F1RACE and is supplemented when appropriate with second follow-up new student supplement data (in F2N17). If F2RACE1 was still missing, available information from NORC's Survey Management System was used to fill in missing values.

1 = Asian, Pacific Islander

2 = Hispanic

3 = Black, not Hispanic

4 = White, not Hispanic

5 = American Indian, Alaskan native

8 = Missing

F2API Further divides the "Asian, Pacific Islander" F2RACE1 category into sub-categories. F2API was constructed in the same manner as F2RACE1 (described above). For the base year ineligible sample and BY dropouts, F1API was created with data from the first follow-up new student supplement (in F1N8B) or from information in NORC's survey management systems. For all samples, F2API is based on F1API and is supplemented when appropriate with second follow-up new student supplement data (in F2N18). If F2API was still missing, available information from NORC's Survey Management System was used to fill in missing values.

F2API	F2N18	F1API	F2RACE1	LABEL
0	(any value)	(any value)	2-5	Non-Asian
1	01-05	1	1	East Asian
2	07	3	1	South Asian
3	06	4	1	Pacific Islander
4	08, 96, 97 or 98	2 or 5	1	Specific API unknown
8	96, 97 or 98	8	8	Race missing

Employing the sum of the subgroups in F2API is appropriate for comparisons to the NELS:88 base year and first follow-up. Since the race composite in HS&B defined Asians and Pacific Islanders broadly, and since the questionnaires granted great latitude to respondent self-definition, F2API should also be generally appropriate for use in trend comparisons to HS&B.

Because the terms "Asian" and "Asian/Pacific Islander" are used differently in various surveys and statistical records systems, analysts will need to combine and recombine these categories in various ways when making comparisons with data sources other than those mentioned above.

F2HISP Further divides the "Hispanic, regardless of race" F2RACE1 category into subcategories. F2HISP was constructed in the same manner described for F2RACE1. However, because a composite comparable to F2HISP was not created in the first follow-up, F2HISP was constructed using data from the base year composite HISP, and was supplemented with data from the second follow-up NSS (item F2N19) and the first follow-up NSS (item F1N8C). If F2HISP was still missing, available information from NORC's Survey Management System was used to fill in missing values.

F2HISP	F2N19	F1N8C	HISP	F2RACE1	LABEL
0	(any value)	(any value)	(any value)	1,3-5	Non-Hispanic
1	1	1	1	2	Mexican
2	2	2	2	2	Cuban
3	3	3	3	2	Puerto Rican
4	4,6,7 or 8	4,6,7 or 8	4,6,7 or 8	2	Specific Hispanic unknown
8	6,7 or 8	6,7 or 8	8	8	Race missing

F2BIRTHM F2BIRTHM was taken from an updated version of F1BIRTHM which included birth data for base year ineligible students and other teen sample members for whom F1BIRTHM was previously missing. For first follow-up nonrespondents and students who were freshened in the second follow-up, F2N3MO from second follow-up new student supplement data were used. The range of F2BIRTHM is 1 - 12 with 98 indicating missing.

F2BIRTHY F2BIRTHY was created by using an updated version of F1BIRTHY which included data for base year ineligible students and other teen sample members for whom birth data were previously missing. For first follow-up nonrespondents and students who were freshened in the second follow-up, F2N3YR from the second follow-up new student supplement data were used. For the public use student component data file, all cases with years before 1972 were recoded to '72,' and all cases with years after 1975 were recoded to '75' to protect respondent confidentiality.

Socioeconomic Status. The second follow-up files contain three versions of a continuous variable, "F2SES-", which indicates the sample member's socioeconomic status. F2SES1 was derived from the base year parent questionnaire data, the base year student questionnaire data, or the first or second follow-up new student supplement data. Both F2SES2 and F2SES3 are constructed with second follow-up parent questionnaire data. F2SES3 incorporates the 1989 revision[1] of Duncan's Socioeconomic Index (SEI), whereas F2SES1 and F2SES2 utilize the original (1961)[2] version that was used in NLS-72, HS&B, and the NELS:88 base year and first follow-up.[3] F2SES1 has been constructed for all sample members and appears on the student file, but F2SES2 and F2SES3 appear only on the parent component data file and, therefore, have only been constructed for the subset of student and dropout sample members for whom parent data were collected.

F2SES1 Continuous variable indicating sample member's socioeconomic status. F2SES1 was constructed using base year parent questionnaire data, when available. The following parent data were used: father's education level, mother's education level, father's occupation, mother's occupation, and family income (data coming from BYP30, BYP31, BYP34B, BYP37B and BYP80). Education-level data were recoded according to the definition of BYPARED (with the exception of category "7", which was recoded as missing for F2SES1 calculations). Occupational data were recoded using the Duncan SEI, as used in NLS-72, HS&B, and earlier NELS:88 socioeconomic status variables as indicated below. Parent data were used to construct F2SES1 if at least one component was not missing.

If all parent data components were missing, the following base year student questionnaire items were used to calculate F2SES1 for base year respondents: father's educational level (BYS34A), mother's educational level (BYS34B), father's occupation (BYS7B), mother's occupation (BYS4B) and presence of household items (BYS35A-P). For base year nonrespondents and first or second follow-up freshened students, the equivalent new student supplement items were used (F1N20A or F2N8A, F1N20B or F2N8B, F1N7B or F2N7, F1N5B or F2N5 and F1N21A-P or F2N12A-P respectively). The first four components from the base year student/NSS data are the same as the components from the base year parent data (i.e., educational-level data, BYS34A/F1N20A/F2N8A and BYS34B/F1N20B/F2N8B, similarly recoded; occupational data, BYS4B/F1N7B/F2N7 and BYS7B/F1N5B/F2N5 of student data, also recoded). The fifth component for F2SES1 from the student data was derived by summing the non-missing household items listed in BYS35A-P or in F1N21A-P/F2N12A-P (after recoding "Not Have Item" from "2" to "0"), calculating a simple mean of these items, and then standardizing this mean. If eight or more BYS35A-P or F1N21A-P/F2N12A-P were nonmissing, this component was computed; otherwise it was set to missing.

Each nonmissing component (after any necessary recoding) was standardized to a mean of 0 and a standard deviation of 1. Nonmissing standardized components were averaged yielding the F2SES1 composite.

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[1] Nakao, K., and Treas, J. (1992). *The 1989 Socioeconomic Index of Occupations: Construction from the 1989 Occupational Prestige Scores*: General Social Survey Methodological Report No. 74. Chicago: NORC.

[2] Duncan, O.D. (1961). "A Socioeconomic Index for All Occupations." In *Occupations and Social Status*, A.J. Reiss et al. eds, New York: Free Press.

[3] Note that one value in the occupational prestige scale was transposed in earlier releases of the socioeconomic status composite variable and has been corrected in the present version of F2SES1.

Response code	Duncan's SEI	Label
01	56.58	Clerical
02	27.41	Craftsperson
03	28.00	Farmer
04		Homemaker/Housewife
05	7.33	Laborer
06	67.73	Manager/Administrator
07		Military
08	19.18	Operative
09	70.21	Professional (accountant)
10	70.21	Professional (MD, lawyer)
11	49.70	Proprietor/Owner
12	38.00	Protective service
13	54.42	Sales
14	70.21	School teacher
15	15.90	Service
16	61.40	Technical
17		Never worked
18		Other
19		Missing

Finally, minor errors in the construction of this variable and released on first follow-up files as "F1SES" have been corrected in this release. Changes apply to the quartile F2SES1Q as well.

F2SES1Q Indicates the quartile into which F2SES1 falls. It is constructed by recoding F2SES1 into quartiles based on the weighted (with F2QWT) marginal distribution.

1 = Quartile 1 Low

2 = Quartile 2

3 = Quartile 3

4 = Quartile 4 High

8 = Missing

F2LOCUS1 This composite of the locus of control items in the second follow-up student and dropout questionnaires is designed to be *as comparable as possible* to HS&B and NLS-72 data. All locus of control items are in student question 66 (and dropout question 57). They are F2S66B (F2D57B), F2S66C (F2D57C), F2S66F (F2D57F), F2S66G (F2D57G), F2S66K (F2D57K), and F2S66M (F2D57M).

As in the base year and first follow-up, three of these items are comparable to HS&B and NLS-72 items. They are F2S66C (F2D57C), F2S66F (F2D57F), and F2S66G (F2D57G).

Each of the above three items were standardized separately to a mean of zero and a standard deviation of 1, using F2QWT. All nonmissing components were averaged. That is, if none of the three items was missing, all three standardized values were added, then divided by 3; if one item was missing, the other two (nonmissing) standardized values were added, then divided by 2. Any teen sample member missing all three components was assigned a missing value (8).

While always comparable to the items in the earlier studies, these items are not identical. Some modifications in these items were made in order to make them more comprehensible to eighth graders; other alterations were effected for methodological reasons (e.g., to remove a response set bias). The NELS:88 second follow-up items are listed below for comparison, with the HS&B and NLS-72 item wording in parentheses:

F2S66C/F2D57C: "In my life, good luck is more important than hard work for success." ("Good luck is more important than hard work for success.")

F2S66F/F2D57F: "Every time I try to get ahead, something or somebody stops me." [text identical]

F2S66G/F2D57G: "My plans hardly ever work out, so planning only makes me unhappy." ("Planning only makes a person unhappy, since plans hardly ever work out anyway.")

F2LOCUS2 This composite uses *all* of the second follow-up locus of control items in student question 66 (and dropout question 57). These are F2S66B (F2D57B), F2S66C (F2D57C), F2S66F (F2D57F), F2S66G (F2D57G), F2S66K (F2D57K), and F2S66M (F2D57M).

As with F2LOCUS1, each of the above six items was standardized separately to a mean of zero and a standard deviation of 1, using F2QWT. All nonmissing components are averaged. Any teen sample member missing all six components was assigned a missing value (8). Refer to F2LOCUS1 above for detailed procedures.

Note that item F2S66K (F2D57K) is a reverse scoring item; therefore, the values were reversed before the composite was created.

F2LOCU2Q Quartile distribution of F2LOCUS2. It was constructed by recoding F2LOCUS2 into four categories based on the weighted (F2QWT) marginal distribution.

1 = Quartile 1 Low

2 = Quartile 2

3 = Quartile 3

4 = Quartile 4 High

8 = Missing

F2CNCPT1 This composite of self-concept items was designed to be ***as comparable as possible*** to HS&B and NLS-72 data. All self-concept items are in student question 66 (and dropout question 57). These are F2S66A (F2D57A), F2S66D (F2D57D), F2S66E (F2D57E), F2S66H (F2D57H), F2S66I (F2D57I), F2S66J (F2D57J), and F2S66L (F2D57L).

As in the base year and first follow-up, four of these items are comparable to HS&B and NLS-72 items. These are F2S66A (F2D57A), F2S66D (F2D57D), F2S66E (F2D57E), and F2S66H (F2D57H).

As with F2LOCUS1, each of the above four items were standardized separately to a mean of zero and a standard deviation of 1, using F2QWT. All nonmissing components were averaged. Any sample member missing all four components was assigned a missing value (8). (See F2LOCUS1 above for detailed procedures.)

All four items are reverse scoring items; therefore, the values were reversed before the composite was created. It is important to note that, while always comparable to the items in the earlier studies, these items are not identical. The NELS:88 second follow-up items are listed below for comparison, with the HS&B and NLS-72 item wording in parentheses:

F2S66A/F2D57A: "I feel good about myself." ("I take a positive attitude toward myself.")

F2S66D/F2D57D: "I feel I am a person of worth, the equal of other people." ("I feel I am a person of worth, on an equal plane with others.")

F2S66E/F2D57E: "I am able to do things as well as most other people." [text identical]

F2S66H/F2D57H: "On the whole, I am satisfied with myself." [text identical]

F2CNCPT2 This composite employs *all* of the self-concept items in student question 66 (and dropout question 57). They are F2S66A (F2D57A), F2S66D (F2D57D), F2S66E (F2D57E), F2S66H (F2D57H), F2S66I (F2D57I), F2S66J (F2D57J), and F2S66L (F2D57L).

As with F2LOCUS1, each of the above seven items was standardized separately to a mean of zero and a standard deviation of 1, using F2QWT. All nonmissing components were averaged. Any student missing all seven components were assigned a missing value (8). (See F2LOCUS1 above for detailed procedures.)

Four of these items--F2S66A (F2D57A), F2S66D (F2D57D), F2S66E (F2D57E), and F2S66H (F2D57H)--are reverse scoring items; therefore, the values were reversed before the composite was created.

F2CNCP2Q F2CNCP2Q is the quartile distribution of F2CNCPT2. It was constructed by recoding F2CNCPT2 into four categories based on the weighted (F2QWT) marginal distribution.

1 = Quartile 1 Low

2 = Quartile 2

3 = Quartile 3

4 = Quartile 4 High

8 = Missing

F2F1SCFL F1-F2 Same School Flag. Indicates that the student's school data were collected from the same school in both the first follow-up and the second follow-up. This variable does not indicate that a student was at the same school continuously (some small portion of students may have moved from a first follow-up school, then subsequently returned to the school by the time of data collection in the second follow-up). This variable is only relevant for sample members who were eligible students in both the first follow-up and second follow-up rounds of the study. **This variable is present only on restricted use files.**

0 = Not in the same school in the first follow-up and second follow-up of NELS:88--the sample member was an eligible student in both rounds of the survey but did *not* attend the same school during data collection (phase 3) of the first and second follow-up.

1 = In the same school in the first follow-up and second follow-up of NELS:88--the sample member was an eligible student in both rounds of the survey and did attend the same school during data collection (phase 3) of the first and second follow-up.

2 = Missing--the sample member was an eligible student in the first follow-up and the second follow-up of NELS:88 but specific school data required for coding this indicator were missing (for either the first follow-up OR the second follow-up).

3 = Not Applicable--the sample member was *not* an eligible student *both* in the first follow-up and the second follow-up of NELS:88. This classification includes second follow-up freshened students and sample members who were dropouts, alternatives, ineligibles or out-of-scopes in the first follow-up *or* the second follow-up of the study.

F2HSPROG This composite categorizes the student-reported high school program--either the type of high school program in which the student is enrolled or the last program in which the dropout was enrolled (as reported in the second follow-up). The source is the student questionnaire item 12A (F2S12A) or the dropout questionnaire item 20 (F2D20). The categories were recoded as follows:

F1HSPROG	F2S12A or F2D20	Label
00	NA or 00	Never attended high school
01	01 or 01	General high school program
02	02 or 02	Academic/College prep program

03	03-11 or 03-11	Vocational/Technical program
04	12 or 12	Other specialized high school program
05	13 or 13	Special education program
06	15 or 15	Alternative/Dropout Prevention program
07	14 or 14	Don't know
08	98 or 98	Missing
BLANK	F2QFLG=0	Did not complete a student/dropout questionnaire

School-Level Composites. School-level composites are based on the school, rather than the sample member. They do not appear for dropouts on the initial second follow-up restricted and public files, but are added in the final second follow-up releases. Although the modal grade for the cohort is Grade 12 in the second follow-up, not all sample members were seniors in the spring of 1992. Indeed for dropouts, school-level composites reference the school last attended, as reported in the dropout questionnaire. Others may be enrolled in programs that are cited in regular schools but these sample members may not be enrolled in a program leading to a high school diploma.

G12CTRL1 Classifies the student's second follow-up school type into public, Catholic or other private, as reported by the school.

01 = Public school

02 = Catholic school

03 = Private school, other religious affiliation

04 = Private school, no religious affiliation

05 = Private school, type not ascertained

06 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12CTRL2 Classifies the student's second follow-up school type into public, Catholic, private NAIS, and other private-not NAIS, as obtained from Quality Education Data (QED) and membership lists provided by the National Association of Independent Schools. **This variable appears only on restricted use files.**

01 = Public school

02 = Catholic school

03 = NAIS school

04 = Other private school - not NAIS or Catholic

05 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12URBN3 Trichotomizes the urbanicity of the area in which the sample member's second follow-up school is located. This metropolitan status is defined by QED for public school districts, for Catholic dioceses, or in some cases for the county in which the school is located. QED bases the classifications on the Federal Information Processing Standards as used by the U.S. Census.

1 = Urban--central city

2 = Suburban--area surrounding a central city within a county constituting the MSA

3 = Rural--outside MSA

4 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

8 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12REGON Indicates in which of the four US Census regions the student's second follow-up school is located, created by collapsing the categories of the school state.

01 = Northeast--New England and Middle Atlantic states

02 = Midwest--East North Central and West North Central states

03 = South--South Atlantic, East South Central and West South Central states

04 = West--Mountain and Pacific states

05 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12STATE Indicates the student's second follow-up school state. The values for this variable are the standard two-column Postal Office state abbreviations (additional values are listed below). **This variable appears only on restricted use files.**

XX = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

Universe Variables. These five variables have been constructed to show the status of each sample member in every wave of NELS:88.

F2UNIV1 Indicates simultaneously the base year, first follow-up and second follow-up situation of every student sample member ever in the study. This variable has 107 valid values that account for every pattern encountered in NELS:88. Note however that not all cases are delivered on the public files in every component, so there will be gaps in the range of codes displayed in the codebook and on different files. Value labels in the codebooks begin with BY status, followed by F1 and then F2 status. SAS and SPSS-X value labels follow the same sequence but are, of necessity, much shorter. The following abbreviations were developed for the SAS and SPSS-X cards:

BY = Base year
F1 = First follow-up
F2 = Second follow-up
I = Ineligible for questionnaire administration (mental/physical disability, language barrier)
A = In-school, in-grade
B = In-school, out-of-grade
DO = Dropout
E = Eligible for questionnaire administration
FR = Freshened
NA = Not Applicable (not yet "freshened" into the sample)
X = Out-of-scope (deceased, out-of-USA)
? = Status unknown

F2UNIV2A Indicates how the student sample member entered the sample.

1 = Base year eligible

2 = Base year ineligible for questionnaire administration (mental/physical disability, language barrier)

3 = F1 freshened

4 = F2 freshened

F2UNIV2B Indicates base year status of sample member.

0 = Freshened in first or second follow-up, not yet in study

1 = In school, in grade

4 = Ineligible for BY questionnaire administration (mental/physical disability, language barrier)

F2UNIV2C Indicates first follow-up status of sample member.

0 = Freshened in second follow-up, not yet in study

1 = In school, in grade

2 = In school, out of grade

3 = Dropout

4 = Ineligible for F1 questionnaire administration (mental/physical disability, language barrier)

5 = Out of scope (deceased, out of USA in this round)

6 = Status unknown in this round

F2UNIV2D Indicates second follow-up status of sample member.

1 = In school, in grade

2 = In school, out of grade

3 = Dropout

4 = Ineligible for F2 questionnaire administration (mental/physical disability, language barrier)

5 = Out of scope (deceased, out of USA in this round)

6 = Status unknown in this round

Transcript Composites

F2RAB88	Number of days absent in 1988 **(This variable appears only on restricted-use files)**
F2RAB89	Number of days absent in 1989 **(This variable appears only on restricted-use files)**
F2RAB90	Number of days absent in 1990 **(This variable appears only on restricted-use files)**
F2RAB91	Number of days absent in 1991 **(This variable appears only on restricted-use files)**
F2RSPFLG	Participation in specialized courses or programs
F2RRANK	Class rank last year attended **(This variable appears only on restricted-use files)**
F2RCSIZE	Class size last year attended **(This variable appears only on restricted-use files)**
F2RDTLMO	Month student left school
F2RDTLYR	Year student left school
F2RREASL	Reason student left school
F2RRLVRB	Verbatim other reason student left school
F2RGPA	Cumulative grade point average for last year attended
F2RPSATM	Preliminary Scholastic Aptitude Test (PSAT) math score **(This variable appears only on restricted-use files)**

F2RPSATV	Preliminary Scholastic Aptitude Test (PSAT) verbal score **(This variable appears only on restricted-use files)**
F2RSATM	Scholastic Aptitude Test (SAT) mathematics score **(This variable appears only on restricted-use files)**
F2RSATV	Scholastic Aptitude Test (SAT) verbal score **(This variable appears only on restricted-use files)**
F2RACTC	American College Test (ACT) composite score **(This variable appears only on restricted-use files)**
F2RACTE	American College Test (ACT) English score **(This variable appears only on restricted-use files)**
F2RACTM	American College Test (ACT) mathematics score **(This variable appears only on restricted-use files)**
F2RACTR	American College Test (ACT) reading score **(This variable appears only on restricted-use files)**
F2RACTS	American College Test (ACT) science reasoning score **(This variable appears only on restricted-use files)**

School-Level Composites. School-level composites are based on the school, rather than the sample member. Composites with the prefix "TRN" reference the last school attended by the sample member according to transcript data. Although the modal grade for the cohort is grade 12 in the second follow-up, not all sample members were seniors in the spring of 1992. (Note that transcripts were collected from regular high schools, and not from alternative programs.)

TRNCTRL2 Classifies the last school attended by the sample member--according to transcript data--by school type (public, Catholic, private NAIS, and other private-not NAIS) as obtained from Quality Education Data (QED) and membership lists provided by the National Association of Independent Schools. **This variable appears only on restricted-use files**.

01 = Public school

02 = Catholic school

03 = NAIS school

04 = Other private school - not NAIS or Catholic

98 = Missing

TRNURBN3 Trichotomizes the urbanicity of the area in which the last school attended by the sample member--according to transcript data--is located. This metropolitan status is defined by QED for public school districts, for Catholic dioceses, or in some cases for the county in which the school is located. QED bases the classifications on the Federal Information Processing Standards as used by the U.S. Census.

1 = Urban--central city

2 = Suburban--area surrounding a central city within a county constituting the MSA

3 = Rural--outside MSA

8 = Missing

TRNREGON Indicates in which of the four US Census regions the school last attended by the sample member--according to transcript data--is located, created by collapsing the categories of the school state.

01 = Northeast--New England and Middle Atlantic states

02 = Midwest--East North Central and West North Central states

03 = South--South Atlantic, East South Central and West South Central states

04 = West--Mountain and Pacific states

98 = Missing

F2RCRLST Indicates the type of course list submitted by the school. The course list was used to identify course titles on a sample member's transcript.

1 = Course catalog

2 = Student handbook

3 = Other course list

4 = No list submitted

TRNSTATE Indicates the state of the last school attended by the sample member according to transcript data. The values for this variable are the standard two-column Postal Office state abbreviations. **This variable appears only on restricted-use files.**

Transcript Flags. The following four flags may be used to identify sample members for whom data for a particular grade level are present in the course file. By using all four flags, the analyst can identify those sample members for whom complete high school course-taking histories are available.

F2RTR09 Indicates whether ninth grade transcript data are available.

0 = No ninth grade course records appear in the course file.

1 = At least one ninth grade course record appears in the course file.

F2RTR10 Indicates whether tenth-grade transcript data are available.

0 = No tenth-grade course records appear in the course file.

1 = At least one tenth-grade course record appears in the course file.

F2RTR11 Indicates whether eleventh grade transcript data are available.

0 = No eleventh grade course records appear in the course file.

1 = At least one eleventh grade course record appears in the course file.

F2RTR12 Indicates whether twelfth-grade transcript data are available.

0 = No twelfth-grade course records appear in the course file.

1 = At least one twelfth-grade course record appears in the course file.

Student and Course Level Transcript Composite Variables. The following composite variables were constructed from student and course-level transcript data and have been included on the transcript component student file to facilitate analyses.

F2RTROUT Indicates the sample member's educational outcome, as reported by the school on the sample member's transcript. This variable was constructed from F2RREASL, F2RDTLMO, and F2RDTLYR. Because precise graduation date data are sometimes missing, there are more "status unknown" cases in F2RTROUT than in F2RREASL. Also, high school transcripts systematically under-report completion of alternative credentials (such as the GED).

01 = Spring 1992 graduate (graduated between April 1 and June 30, 1992)
02 = Other 1992 graduate
03 = Pre-1992 graduate
04 = Diploma with special education adjustments
05 = Certificate of attendance
06 = Still enrolled in school
07 = Dropped out
08 = Transferred
09 = Aged out
10 = Died
11 = Left for health-related reason
12 = Received GED
13 = Other
14 = Status cannot be determined

F2TRSTYP When the same or very similar information is collected from multiple sources, apparent or real contradictions can arise. With the NELS:88 second follow-up, apparent contradictions arise between transcript and survey data because of the lack of a common anchor in time for asking about enrollment status. Schools were surveyed at any time from the beginning to the end of the 1991-92 school year spring term, but transcripts were collected in the subsequent (1992-93) school year.

For example, a student may have been out of school for twenty or more consecutive days as of survey day but may have returned to school prior to the end of the spring term. Survey records (as reflected in F2DOSTAT) would characterize the sample member as a dropout, but school records (as reflected in F2TROUT) might characterize this individual as a student. Or, a sample member may have been surveyed as a student (say in January or February) but have subsequently dropped out (say in March or April). Survey records would classify this individual as a student, but the transcript would indicate a dropout. A further source of apparent contradictions between survey and records data is difference in definition of a dropout. Survey records classify individuals with twenty or more consecutive unexcused absences as dropouts, but schools were not constrained to the same definition. While contradictions between survey and transcript reports of enrollment status are typically only apparent, genuinely contradictory reports sometimes arise as well.

A special dropout status enrollment indicator, F2TRSTYP, has been created to serve several purposes. First, F2TRSTYP alerts data users to inconsistencies between survey and school records sources. In addition, it comprehensively categorizes the contradictions that arise. This permits users to see which contradictions are merely apparent, and which are real, and to develop sensible strategies for dealing with the latter.[4] **F2TRSTYP appears only on the student and transcript component data files.**

Four enrollment status indices were used in the construction of F2TRSTYP, one transcript-derived enrollment status indicator, F2TROUT[5], and three survey-derived enrollment status indicators, F2DOSTAT[6], F2RWTST[7], and F2QFLG[8]. Two additional transcript variables, F2RDTLMO (month student left school) and F2RDTLYR (year student left school), were also employed to assess whether the classification of "dropout" on the transcript variable, F2TROUT, pertained to sample members whose records indicate they dropped out before or during the spring of 1992 or after the spring of 1992. Cases with a value of "dropout" on F2TROUT *and* a date of after June 1992 on F2RDTLMO and F2RDTLYR, were recoded to the F2TRSTYP category "T-S" which indicates that, according to transcript records, sample members were students. This additional cleaning was done to preserve the study's status definition of a dropout, that is, a sample member who was not enrolled in school in the spring term of the 1991-1992 school year.[9]

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[4] While the purpose of F2TRSTYP is to illuminate any inconsistencies between different sources of the enrollment status of sample members, more than 95 percent of the cases on the second follow-up student files do have identical enrollment status across all sources.

[5] There are actually two transcript derived enrollment indicators, F2TROUT and F2REASL. F2TROUT indicates sample members' education outcome, as reported by the school on the sample members' transcript. F2REASL indicates the reason sample members left school, if at all, as reported by the school on the sample members' transcripts. F2TROUT was constructed from F2REASL. The two indicators differ in terms of the information they provide about the timing of students' graduation from high school. F2REASL indicates only that students graduated from high school while F2TROUT provides information on whether they are a "spring 1992 graduate" or an "other 1992 graduate" or are a "pre-1992 graduate". Since this difference does not influence the form inconsistencies might take or the resolution of them, for simplicity of construction, only one transcript-derived indicator, F2TROUT, was used in the construction of F2TRSTYP.

[6] F2DOSTAT indicates sample member enrollment status, either student or dropout, as of the second follow-up only, according to school officials' or parents' reports, in the case of non-participating sample members, or based on the type of questionnaire sample members completed (either dropout or student), in the case of participating sample members.

[7] F2RWTST indicates, for sample members of unknown enrollment status per the student or dropout survey, the enrollment classification probabilistically assigned to them (i.e., imputed). For sample members of known status based on survey information, F2RWTST reflects their known classification. For purposes of deriving final adjusted student questionnaire and panel weights, enrollment status was imputed for non-survey participating sample members of unknown status. This imputation scheme employed with the student survey and used in adjusting student questionnaire and panel weights was carried over to the transcript component and used in the construction of transcript weights.

[8] F2QFLG indicates whether sample members completed a second follow-up questionnaire and the type of questionnaire they completed (0 = did not complete a second follow-up questionnaire; 1 = completed a second follow-up student questionnaire; 2 = completed a second follow-up dropout questionnaire).

Comparison among the different sources of enrollment status and other transcript variables rendered a variable with 32 categories. The 32 categories reflect all the different combinations of contradictions that exist between transcript-derived enrollment status indicators and student-derived enrollment status indicators. The 32 categories of F2TRSTYP are listed below.

Each value label for F2TRSTYP is composed of four terms which correspond to the four sources of enrollment status information on which F2TRSTYP reports. The first term of the category value labels represents enrollment status according to the transcript variable F2TROUT. The second term of the category labels reflects enrollment status according to the survey variable F2DOSTAT. The third and four terms of the category labels indicate enrollment status as of the survey-derived variables F2RWTST and F2QFLG, respectively. The abbreviations for the four terms are:

T = the sample member's status as indicated by F2TROUT
S = the sample member's status as indicated by F2DOSTAT
W = the sample member's status as indicated by F2RWTST
Q = the sample member's status as indicated by F2QFLG

Each of the four terms of F2TRSTYP is followed by a second abbreviation for the enrollment status which the source reports for that sample member:

s = student
d = dropout
p = stopout
t = transfer
? = unknown
sq = student questionnaire completer
dq = dropout questionnaire completer
nq = did not complete a questionnaire

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[9] Of course, NELS:88 supports multiple cohort status dropout definitions. In particular, information provided by the study permits researchers to view individuals who have left regular high school diploma programs but are making efforts to prepare for the GED examination or other alternative certification, to be classified as students, to be classified as dropouts, or to be separately categorized. When survey and school records enrollment indicators are compared, however, dropouts may most readily be defined as individuals who have left high school diploma programs, without regard to whether they are receiving an alternative form of instruction. This is the case because the transcript study only sought records data from regular high schools, and not from alternative programs, and because high schools in most cases did not know whether dropouts from the school were receiving alternative forms of instruction.

Table G-1 F2TRSTYP values and meanings

Values	Value Labels	Sources of enrollment status information			
		F2TROUT:	**F2DOSTAT:**	**F2RWTST:**	**F2QFLG:**
01	T-s S-s W-s Q-sq	Student	Student	Student	Student quex
02	T-s S-p W-s Q-sq	Student	Stopout	Student	Student quex
03	T-s S-s W-s Q-nq	Student	Student	Student	None
04	T-s S-p W-s Q-nq	Student	Stopout	Student	None
05	T-s S-? W-d Q-nq	Student	Unknown	Dropout	None
06	T-s S-d W-d Q-sq	Student	Dropout	Dropout	Student quex
07	T-s S-d W-d Q-dq	Student	Dropout	Dropout	Dropout quex
08	T-s S-d W-d Q-nq	Student	Dropout	Dropout	None
09	T-d S-d W-d Q-dq	Dropout	Dropout	Dropout	Dropout quex
10	T-d S-d W-d Q-sq	Dropout	Dropout	Dropout	Student quex
11	T-d S-d W-d Q-nq	Dropout	Dropout	Dropout	None
12	T-d S-? W-d Q-nq	Dropout	Unknown	Dropout	None
13	T-d S-s W-s Q-sq	Dropout	Student	Student	Student quex
14	T-d S-p W-s Q-sq	Dropout	Stopout	Student	Student quex
15	T-d S-s W-s Q-nq	Dropout	Student	Student	None
16	T-d S-p W-s Q-nq	Dropout	Stopout	Student	None
17	T-t S-s W-s Q-sq	Transfer	Student	Student	Student quex
18	T-t S-p W-s Q-sq	Transfer	Stopout	Student	Student quex
19	T-t S-s W-s Q-nq	Transfer	Student	Student	None
20	T-t S-p W-s Q-nq	Transfer	Stopout	Student	None
21	T-t S-? W-d Q-nq	Transfer	Unknown	Dropout	None
22	T-t S-d W-d Q-sq	Transfer	Dropout	Dropout	Student quex
23	T-t S-d W-d Q-dq	Transfer	Dropout	Dropout	Dropout quex
24	T-t S-d W-d Q-nq	Transfer	Dropout	Dropout	None
25	T-? S-s W-s Q-sq	Unknown	Student	Student	Student quex
26	T-? S-p W-s Q-sq	Unknown	Stopout	Student	Student quex
27	T-? S-s W-s Q-nq	Unknown	Student	Student	None
28	T-? S-p W-s Q-nq	Unknown	Stopout	Student	None
29	T-? S-? W-d Q-nq	Unknown	Unknown	Dropout	None
30	T-? S-d W-d Q-sq	Unknown	Dropout	Dropout	Student quex
31	T-? S-d W-d Q-dq	Unknown	Dropout	Dropout	Dropout quex
32	T-? S-d W-d Q-nq	Unknown	Dropout	Dropout	None
33	NA-NOT IN TRAN	(Not applicable-- not in transcript study)			

Using F2TRSTYP, researchers may resolve inconsistencies by reviewing enrollment status reports in light of additional questionnaire and transcript information. While F2TRSTYP gives analysts the information needed to interpret and make their own determinations of how to classify sample members' 1992 spring term enrollment status, in cases of genuine contradiction, some general assumptions about what constitutes the "best source" of data may be defensible. For example, an extremely high degree of credence should be given to cases in which F2DOSTAT indicates that the individual was a dropout and the individual completed a dropout questionnaire. For such cases, dropout status had normally been double-confirmed (the school report was verified by the sample member's family or by the sample member), and, at the time of questionnaire administration, the individual had been available to survey staff who could verify that the dropout questionnaire was the appropriate instrument to administer. On the other hand, status reports from survey data for individuals who were not successfully interviewed may be less certain. Transcript data are generally reliable, although schools did not, for their own records purposes, always use a definition that was consistent with the NELS:88 dropout definition. Finally, the F2RWTST variable is not a very reliable guide to the enrollment status of individual cases. It provides an imputed value for cases with an unknown status. Such imputation is valuable in the aggregate, for improving estimates of dropout rates or for adjusting questionnaire weights, but does not provide definitive status information at the individual level. Further information relevant to 1992 enrollment status has been collected in the NELS:88 third follow-up (1994), and will be available in 1995.

F2RTRPRG Indicates the sample member's high school program, as determined from transcript course-taking data. This composite variable is constructed from the NAEP-equivalent subject area summary composite variables.

01 = Rigorous academic track
F2RENG_C GE 04.00 and F2RSOC_C GE 03.00 and F2RSCI_C GE 03.00 and F2RMAT_C GE 03.00 and F2RCOM_C GE 00.50 and F2RFOR_C GE 02.00

02 = Academic track
(F2RENG_C + F2RSOC_C + F2RSCI_C + F2RMAT_C) GE 12.00

03 = Vocational track
F2RVAG_C GE 03.00 or F2RVBU_C GE 03.00 or F2RVGN_C GE 03.00 or F2RVHE_C GE 03.00 or F2RVHO_C GE 03.00 or F2RVMA_C GE 03.00 or F2RVTE_C GE 03.00 or F2RVTR_C GE 03.00

04 = Rigorous academic and vocational
Criteria for values 01 and 03 met.

05 = Academic and vocational
Criteria for values 02 and 03, but not 01, met.

06 = None of the above

New Basics Flags. The HS&B- and NAEP-equivalent New Basics subject area summary composite variables were used to construct two sets of flags indicating whether the sample member earned a certain minimum number of Carnegie units in the New Basics subject areas.

HS&B-Equivalent New Basics Flags

F2RNWB1A Indicates whether the sample member earned at least four Carnegie units in English, three units in each of social studies, science, and math, two units in foreign language, and half of a unit in computer science.

0 = Failed threshold

1 = Met threshold
F2RHEN_C GE 04.00 and F2RHSO_C GE 03.00 and F2RHSC_C GE 03.00 and F2RHMA_C GE 03.00 and F2RHCO_C GE 00.50 and F2RHFO_C GE 02.00

F2RNWB2A Indicates whether the sample member earned at least four Carnegie units in English, three units in each of social studies, science, and math, and half of a unit in computer science.

0 = Failed threshold

1 = Met threshold
F2RHEN_C GE 04.00 and F2RHSO_C GE 03.00 and F2RHSC_C GE 03.00 and F2RHMA_C GE 03.00 and F2RHCO_C GE 00.50

F2RNWB3A Indicates whether the sample member earned at least four Carnegie units in English, three units in each of social studies, science, and math, and two units in foreign language.

0 = Failed threshold

1 = Met threshold
F2RHEN_C GE 04.00 and F2RHSO_C GE 03.00 and F2RHSC_C GE 03.00 and F2RHMA_C GE 03.00 and F2RHFO_C GE 02.00

F2RNWB4A Indicates whether the sample member earned at least four Carnegie units in English and three units in each of social studies, science, and math.

0 = Failed threshold

1 = Met threshold
F2RHEN_C GE 04.00 and F2RHSO_C GE 03.00 and F2RHSC_C GE 03.00 and F2RHMA_C GE 03.00

F2RNWB5A Indicates whether the sample member earned at least four Carnegie units in English, three units in social studies, two units in science, two units in math.

0 = Failed threshold

1 = Met threshold
F2RHEN_C GE 04.00 and F2RHSO_C GE 03.00 and F2RHSC_C GE 02.00 and F2RHMA_C GE 02.00

NAEP-Equivalent New Basics Flags

F2RNWB1B Indicates whether the sample member earned at least four Carnegie units in English, three units in each of social studies, science, and math, two units in foreign language, and half of a unit in computer science.

0 = Failed threshold

1 = Met threshold
F2RENG_C GE 04.00 and F2RSOC_C GE 03.00 and F2RSCI_C GE 03.00 and F2RMAT_C GE 03.00 and F2RCOM_C GE 00.50 and F2RFOR_C GE 02.00

F2RNWB2B Indicates whether the sample member earned at least four Carnegie units in English, three units in each of social studies, science, and math, and half of a unit in computer science.

0 = Failed threshold

1 = Met threshold
F2RENG_C GE 04.00 and F2RSOC_C GE 03.00 and F2RSCI_C GE 03.00 and F2RMAT_C GE 03.00 and F2RCOM_C GE 00.50

F2RNWB3B Indicates whether the sample member earned at least four Carnegie units in English, three units in each of social studies, science, and math, and two units in foreign language.

0 = Failed threshold

1 = Met threshold
F2RENG_C GE 04.00 and F2RSOC_C GE 03.00 and F2RSCI_C GE 03.00 and F2RMAT_C GE 03.00 and F2RFOR_C GE 02.00

F2RNWB4B Indicates whether the sample member earned at least four Carnegie units in English and three units in each of social studies, science, and math.

0 = Failed threshold

1 = Met threshold
F2RENG_C GE 04.00 and F2RSOC_C GE 03.00 and F2RSCI_C GE 03.00 and F2RMAT_C GE 03.00

F2RNWB5B Indicates whether the sample member earned at least four Carnegie units in English, three units in social studies, two units in science, two units in math.

0 = Failed threshold

1 = Met threshold
F2RENG_C GE 04.00 and F2RSOC_C GE 03.00 and F2RSCI_C GE 02.00 and F2RMAT_C GE 02.00

Subject Area Summary Composite Variables. Three groups of composite variables aggregating Carnegie units by sample member and subject area have been constructed from course data and have been included on the transcript component student file. Lists of the CSSC course codes aggregated to create each summary composite variable appear in Appendix H of the *Transcript Component Data File User's Manual*. The first group of variables are comparable to composite variables constructed for analyses conducted for the National Center for Education Statistics using data from the 1982 High School and Beyond Transcript Study. HS&B-equivalent variables were constructed only for the New Basics subject areas.

F2RHEN_C	Total Carnegie units in ENGLISH
F2RHMA_C	Total Carnegie units in MATHEMATICS
F2RHSC_C	Total Carnegie units in SCIENCE
F2RHSO_C	Total Carnegie units in SOCIAL STUDIES
F2RHCO_C	Total Carnegie units in COMPUTER SCIENCE/PROGRAMMING/ DATA PROCESSING
F2RHFO_C	Total Carnegie units in FOREIGN LANGUAGES

The average grade for courses in each New Basics subject area was also calculated.

F2RHENG2	Average grade in ENGLISH
F2RHMAG2	Average grade in MATHEMATICS
F2RHSCG2	Average grade in SCIENCE
F2RHSOG2	Average grade in SOCIAL STUDIES
F2RHCOG2	Average grade in COMPUTER SCIENCE/PROGRAMMING/ DATA PROCESSING
F2RHFOG2	Average grade in FOREIGN LANGUAGES

The second group of variables are equivalent to a subset of the "stubs" created for the 1987 and 1990 NAEP High School Transcript Studies. NAEP-equivalent variables were constructed for the New Basics subject areas, vocational subject areas, and several lower-order course categories, such as Algebra II and Earth Science.

F2RENG_C	Total Carnegie units in ENGLISH
F2RFOR_C	Total Carnegie units in FOREIGN LANGUAGES
F2RMAT_C	Total Carnegie units in MATHEMATICS
F2RAL1_C	Total Carnegie units in ALGEBRA I
F2RAL2_C	Total Carnegie units in ALGEBRA II
F2RGEO_C	Total Carnegie units in GEOMETRY
F2RTRI_C	Total Carnegie units in TRIGONOMETRY
F2RPRE_C	Total Carnegie units in PRE-CALCULUS
F2RCAL_C	Total Carnegie units in CALCULUS
F2ROMA_C	Total Carnegie units in OTHER MATHEMATICS COURSES
F2RSCI_C	Total Carnegie units in SCIENCE
F2REAR_C	Total Carnegie units in EARTH SCIENCE
F2RBIO_C	Total Carnegie units in BIOLOGY
F2RCHE_C	Total Carnegie units in CHEMISTRY
F2RPHY_C	Total Carnegie units in PHYSICS
F2ROSC_C	Total Carnegie units in OTHER SCIENCE COURSES
F2RSOC_C	Total Carnegie units in SOCIAL STUDIES
F2RHIS_C	Total Carnegie units in HISTORY
F2ROSO_C	Total Carnegie units in OTHER SOCIAL STUDIES COURSES

F2RCOM_C	Total Carnegie units in COMPUTER SCIENCE/PROGRAMMING/DATA PROCESSING
F2RVAG_C	Total Carnegie units in AGRICULTURE
F2RVBU_C	Total Carnegie units in BUSINESS
F2RVGN_C	Total Carnegie units in GENERAL INTRODUCTORY VOCATIONAL COURSES
F2RVHE_C	Total Carnegie units in HEALTH AND HUMAN RESOURCES
F2RVHO_C	Total Carnegie units in VOCATIONAL HOME ECONOMICS
F2RVMA_C	Total Carnegie units in MARKETING AND DISTRIBUTION
F2RVTE_C	Total Carnegie units in TECHNICAL
F2RVTR_C	Total Carnegie units in TRADE AND INDUSTRY

The taxonomy used to create the HS&B New Basics summary composite variables is more conservative than the NAEP taxonomy. In general, remedial or basic courses (e.g., 270601 Basic Math 1) and seventh and eighth-grade courses were excluded from the course lists for the HS&B-equivalent composite variables. These courses were included in the lists for the NAEP-equivalent variables. Special education courses were excluded from lists for both groups of variables.

Cognitive Test Results

The following section contains information about cognitive test variables. The cognitive test battery consisted of multiple choice tests in four subject areas: reading comprehension, mathematics, science, and history/citizenship/geography.

Multiple Test Forms. In the base year, all students received the same set of tests. Analysis of eighth-grade test results showed a wide range of student achievement. This diversity was expected to increase as students progressed through high school with some taking advanced courses and making substantial gains in achievement, while others remained at a relatively low level. A single test form administered to all students in the follow-up surveys would have had the potential for serious "ceiling" and "floor" effects, that is, many students getting all items correct because the test was too easy for them, while others could only guess at most of the questions because they lacked sufficient background. When this situation occurs, it is impossible to accurately assess the level of achievement for the highest and lowest scoring students.

The reading and mathematics tests were selected for development of multiple forms targeted to students' ability levels in the first follow-up. The same pattern was repeated for the second follow-up. While the other subject areas might have profited from this "tailored testing" approach as well, the complexity of administering multiple forms dictated that their use be as limited as possible.

The reading test was chosen because the time burden of reading the passages before questions about them could be answered meant that relatively few test items could be administered in the time allotted for the test. With the smallest number of items of any subject area, the reading test could least afford any "wasted" questions: those that were much too hard or much too easy for a particular test taker. Two forms of the reading test were developed; the easy form was administered to students who had scored below the sample mean in the first follow-up, while those scoring above the mean received a set of passages and items that was, on average, more difficult. Students who were new to the NELS:88 sample in the second follow-up received the easier form.

In the case of the mathematics test, the need for multiple forms was based on the diversity of exposure to course work that could be expected by senior year. Academic track students would have, by this time, taken courses in algebra, geometry, and higher-level mathematics. Those in general or vocational programs might have only taken general or business math, essentially arithmetic, or none at all. Unlike science and history, where many topics might have been introduced at a lower level of sophistication in earlier grades, much of the material covered in advanced mathematics courses would be completely unfamiliar to students who had not taken these courses. Three mathematics test forms were administered in the second follow-up. The easiest and hardest forms were given to the students who had scored in the low and high quartile, respectively, in the first follow-up; students in the middle half of the distribution received the middle-difficulty test, as did those who were not tested in the earlier year.

Item Response Theory (IRT) Scoring. Raw scores achieved on tests which vary in average difficulty are not comparable to each other. For example, a student who took the middle difficulty mathematics form in the second follow-up would probably have gotten more questions correct if he or she had taken the easiest form, and fewer if the hardest form had been administered. Item Response Theory (IRT) was employed to calculate scores that could be compared regardless of which test form a student took. A core of items shared among the different test forms made it possible to establish a common scale. IRT uses the pattern of right, wrong, and omitted responses to the items actually administered in a test form, and the difficulty, discriminating ability, and "guess-ability" of each item, to place each student on a continuous ability scale. It is then possible to estimate the score the student would have achieved for any arbitrary subset of test items calibrated on this scale.

Thus, IRT scoring makes possible measurement of gains in achievement over the four year time span of the survey even though the tests used were not identical at the three points in time. As was the case with the multiple forms of the second follow-up tests described above, the tests shared common items that were present in more than one test administration. These overlapping items made it possible to use IRT scoring to develop scores that are on the same scale and thus can be compared to measure gains over time.

IRT has several other advantages over raw number-right scoring. By using the overall *pattern* of right and wrong responses to estimate ability, it can compensate for the possibility of a low-ability student guessing several hard items correctly. If answers on several easy items are wrong, a correct difficult item is, in effect, assumed to have been guessed. Omitted items are also less likely to cause distortion of scores, as long as enough items have been answered right and wrong to establish a clear pattern. Raw scoring necessarily treats omitted items as if they had been answered incorrectly. While this may be a reasonable assumption in a motivated test, where it is in students' interest to try their best on all items, this may not always be the case in the NELS:88 situation.

In each of the four subject areas, the IRT scale was calibrated using PARSCALE software. The test responses of the longitudinal sample members, that is, those that had completed a test in that subject in all three years of the survey, were used for the calibration. Item parameters were computed for all test items that had appeared in any of the test forms at any time: a total of 54 in reading, 81 in mathematics, 38 in science, and 47 in history. Holding these parameters fixed, Bayesian estimates of placement on the continuous ability scale were obtained for all test takers at all three points in time. The procedure used takes into account group membership (year and test form) in order to minimize floor and ceiling effects. These ability estimates were used in conjunction with the item parameters to compute the IRT scores in the database.

Description of Scores

IRT-Estimated Number Right: raw score metric, total item pool. This score is an estimate of how many correct responses a test taker would have given if he or she had answered all of the items in the total item pool for the subject area (all items administered at all times). The IRT-based estimate is the probability of a correct answer, given a person's demonstrated ability and the parameters of the item, summed over all of the test items. This sum of probabilities is not an integer, but can be interpreted as an estimated count of correct answers. The highest possible score would be the total number of test items for the subject area. The lowest score is not zero, but is an estimate of how many test items a person of extremely low ability might have guessed correctly. This score may be used for either cross-sectional or longitudinal analyses. **However, it is essential that for longitudinal analyses, the base year and first follow-up scores *that have been re-scaled to the second follow-up metric* be used to measure gains. It would be incorrect to compare second follow-up scores with earlier releases of the first two waves that were based on a different metric.** Refer to the section "Measuring Gains over Time" below for additional information.

IRT-Estimated Number Right: t-score. This is a transformation of the IRT-estimated Number Right, converted to a standardized (t-score) metric. For NELS:88 core sample cases at one point in time, weighted by the within-year questionnaire weight, this score has a mean of 50 and standard deviation of 10. This norm-referenced score is primarily useful for making cross-sectional comparisons.

Achievement Quartile. Using core sample cases and within-year questionnaire weight, the IRT-estimated Number Right scores were divided into quartiles. A score of 1 represents the lowest population quartile, and 4 the highest.

IRT Theta: t-score. Like the t-score based on IRT-estimated Number Right described above, this score is standardized to a mean of 50 and standard deviation of 10. However, it is different in three ways. First, it is a transformation of the IRT-estimated ability scale (theta) rather than of a count of estimated correct answers on test items. Second, the standardization is done across years, rather than within year. Each test taker in the panel sample had three thetas: the measurements of ability at the base year, first follow-up, and second follow-up. The scores are standardized so that the mean score within each subject area is 50, and the standard deviation is equal to 10 when scores are aggregated over all students *and* all three observations for each student. The parameters for standardizing were computed for the panel sample, using panel weights, and then applied to all test scores. Thus, the mean of these scores for the base year test takers alone would be less than 50, for the first follow-up around 50, and for the second follow-up, more than 50. By contrast, the t-score for IRT number right was computed *within year*. Hence, these scores have a mean of 50 and a standard deviation of 10 when aggregated within each *single wave* of data. The third difference is a consequence of the second difference. Since all three waves are used in standardizing, the resulting scores are normally distributed across years, and the distributions within year, particularly for the earliest and the latest observations, would be somewhat skewed. Thus, this score is most useful for analysis of longitudinal gains rather than cross-sectional comparisons. Gains in this metric can be computed by subtracting earlier scores from later ones.

Reading + Math Composite t-score and Quartile. These composites are provided for users who want a simple, overall continuous or discrete measure of cognitive ability to use as a control variable for cross-sectional analysis of data. The t-score is the equally-weighted average of the standardized reading and mathematics, which is then re-standardized within year, using the questionnaire weight, to have a mean of 50 and standard deviation of 10. For the small number of test takers (fewer than 1 percent) who had only a reading or a mathematics score but not both, the composite is based on the single score that was available. Like the achievement quartiles for each subject area described above, the Reading + Math Composite is divided into quartiles based on population estimates.

Proficiency Scores. The proficiency scores provide a means of distinguishing total scores and score gains, as measured by overall IRT-Estimated Number Right scores and the norm-referenced t-scores, from criterion-referenced measurements of specific skills. At several points along the score scale of the reading, mathematics, and science tests, four-item clusters of test questions having similar content and difficulty were identified. A student was assumed to have mastered a particular level of proficiency if at least three of the four items in the cluster were answered correctly, and to have failed at this level if two or more items were wrong. Clusters of items provide a more reliable test of proficiency than do single items because of the possibility of guessing in a multiple choice test: it is very unlikely that a student who has not mastered a particular skill would be able to guess enough answers correctly in a four item cluster. (For some of the students who had not answered critical items, an IRT-based procedure was undertaken to resolve proficiency score assignments.) The proficiency levels were assumed to follow a Guttman model, that is, a student passing a particular skill level was expected to have mastered all lower levels; a failure should have indicated non-mastery at higher levels. A small percentage of students (3.5 percent on the reading test, 9.7 percent in mathematics, and 8.8 percent in science) had response patterns that did not follow the Guttman model. They were not assigned proficiency scores since evidence based only on the items in the clusters was contradictory. However, the proficiency probability scores described below, which are based on the test as a whole, can still be used for anyone with a valid test score.

Three levels of proficiency were marked in the reading test, five in the mathematics test, and three in the science test, defined as follows:

Reading Level 1:	Simple reading comprehension including reproduction of detail and/or the author's main thought.
Reading Level 2:	Ability to make relatively simple inferences beyond the author's main thought and/or understand and evaluate relatively abstract concepts.
Reading Level 3:	Ability to make complex inferences or evaluative judgments that require piecing together multiple sources of information from the passage.
Math Level 1:	Simple arithmetical operations on whole numbers: essentially single step operations which rely on rote memory.
Math Level 2:	Simple operations with decimals, fractions, powers and roots.
Math Level 3:	Simple problem solving, requiring the understanding of low level mathematical concepts.
Math Level 4:	Understanding of intermediate level mathematical concepts and/or having the ability to formulate multi-step solutions to word problems.
Math Level 5:	Proficiency in solving complex multi-step word problems and/or the ability to demonstrate knowledge of mathematics material found in advanced mathematics courses.
Science Level 1:	Understanding of everyday science concepts; "common knowledge" that can be acquired in everyday life.
Science Level 2:	Understanding of fundamental science concepts upon which more complex science knowledge can be built.
Science Level 3:	Understanding of relatively complex scientific concepts; typically requiring an additional problem solving step.

Proficiency Level Pass/Fail and Overall Proficiency. These scores are assigned only for students who had complete and consistent response patterns for the item clusters within each subject area. The presence of reversal patterns, or of too many critical items omitted, resulted in second follow-up proficiency scores not being assigned for about 4 percent of the students who took the reading test, 11 percent of mathematics test takers, and 10 percent of those with science test scores. The pass/fail scores indicate performance at each level, while the overall proficiency score summarizes the pattern.

Probability of Proficiency. In addition to the scores indicating students' actual responses to the item clusters, probabilities of proficiency are reported for each level in each subject area. These estimates were obtained using IRT methods to estimate students' probabilities of mastery at each level, treating clusters of items as single items for the purpose of IRT calibration. Since the proficiency probability scores are estimates based on each student's overall performance in the subject area (theta), they are computed for everyone who had a scorable test, not only for those with complete and consistent data on the item clusters. For example, if a test taker had omitted several test items in the "level 2" cluster, it might be impossible to assign the item-based proficiency level score. However, the probability of proficiency on that cluster could still be estimated based on the level of performance demonstrated by responses to the other test questions. These measures of probability of mastery at each proficiency level are particularly useful in analyzing achievement gains over time. They provide a way of relating students' background and experiences to improvements in skills that are more specific than the overall scores in reading, mathematics and science.

Measuring Gains Over Time. Users who wish to analyze the relationship of students' characteristics and experiences to gains in achievement over time will be interested in comparing performance at second follow-up to measurements obtained in the earlier years. For this purpose, the base year and first follow-up data have been rescaled so that a common metric exists for all three test administrations. **It is essential that comparisons of second follow-up scores with the other waves be done using these rescaled scores. Computing gains by subtracting scores on the original data files for base year and first follow-up from the second follow-up scores is incorrect because the scores are not in the same metric.** Gains in overall achievement over time can best be computed by using the IRT-estimated Number Right (raw score metric), or the IRT Theta (t-score metric, standardized across years), and subtracting earlier from later scores. For measuring gains in mastery of particular skills, the Probability of Proficiency scores can be used in the same manner.[10]

Although these scores are described as "gain" scores, not all of them represent an improvement in measured skills. Some of the gain scores are negative. Factors that contribute to negative gain scores include students' forgetting material that they once knew but have not practiced, and measurement error produced primarily by some students' lack of motivation in responding to the test questions.

The standardized IRT scores, Achievement Quartiles, and Reading+Math Composite are primarily intended for cross-sectional rather than longitudinal analysis.

---

[10] The probability of proficiency scores are *continuous*. For an example of gain score analysis using the proficiency probabilities, see Scott, Rock, Pollack and Ingels (NCES, 1994), *Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders*. However, the NELS:88 *dichotomous* proficiency scores can also be used to examine patterns of change with respect to proficiency levels. For an example of this kind of change analysis, see Rock, Owings and Lee (NCES, 1994)--*Changes in Math Proficiency Between 8th and 10th Grades*.

Equated 1992 Mathematics Score: NELS:88-NAEP. The National Assessment of Educational Progress (NAEP) administered a mathematics test to a nationally representative sample of high school seniors in the spring of 1992. Since the target population, the time of year, and the content of the test were similar to NELS, equivalent scores for the two tests could be determined on the basis of the score distributions in the tested populations. The NAEP-Equated Math Score is the NAEP-scaled equivalent of the IRT-Estimated Number Right.

However, analysts comparing NAEP and NELS:88 mathematics test scores should consider differences between the NAEP and NELS:88 samples. Whereas NAEP tested high school seniors or 17 year olds, NELS:88 tested dropouts, out-of-sequences students, early graduates, as well as high school seniors. A NAEP-equated mathematics score is reported for every NELS:88 sample member who completed a 1992 mathematics test, although the scores were calibrated on 1992 high school seniors only. The *NELS:88 Second Follow-Up Psychometric Report* contains additional information on the procedures used for equating NAEP and NELS:88 test scores. For example, the NAEP-equated math score assigned to a person scoring at the 90th percentile of the weighted distribution of NELS:88 scores would be the score that represented the 90th percentile of the NAEP distribution of scaled scores. The score transformation was computed by matching the distributions of scores for the subsets of the NELS:88 and NAEP samples who were high school seniors in the spring of 1992. Once the transformation of NELS:88 to NAEP scale was determined, NAEP-equated scores could also be assigned for NELS:88 second follow-up participants who were not high school seniors.

Notes on Changes from Original Base Year and First Follow-up User Files. Researchers who have worked with the original releases of the base year and first follow-up user files may note some differences in the rescaled score files.

- The most important difference is the new metric for IRT scores. As described earlier, these scores are now based on the total pool of test items that were given at all three time points. As a result, score means and ranges are higher than in the original files. If comparisons of second follow-up scores with those of earlier waves are to be done, the rescaled base year and first follow-up scores *must* be used.

- The IRT procedure used for the rescaling uses Bayesian estimation to minimize floor and ceiling effects. As a result, the most extreme low and high scores are somewhat shrunken toward the mean of the distribution.

- The number of cases with a Reading+Math Composite score in first follow-up has increased slightly. Formerly, the first follow-up data file had this score only if *both* reading and math tests were present. The rescaled scores contain the composite if *either or both* was present, in order to be consistent with the method used in base year and second follow-up.

- In comparing the original base year file with the rescaled scores, users may note that some students have different quartile scores in the two versions, in a few cases a discrepancy of two levels. The original base year quartiles were based on the distribution of raw scores. This was not possible in the later administrations, when raw score comparisons were not meaningful because of the use of multiple test forms. For these later administrations, and in the rescaled base year data set, the quartiles are based on the distribution of IRT-estimated Number Right. The discrepancy in quartile assignments is a consequence of this switch to IRT procedures. Most of the larger discrepancies occur for students with a very specific response pattern: correct answers for all or almost all of the questions at the beginning of the test, with the rest of the questions omitted. Quartiles based on raw counts of correct answers would place these people low in the distribution: if they didn't answer many items, they couldn't have many correct. But IRT methods look at the pattern of right and wrong answers, and would judge this group to be of high ability because most of the questions answered were correct.

- The rescaled base year and first follow-up data sets contain proficiency probability scores for skill levels that were not present in the original user files. In the case of science, proficiency levels were not a part of the original score reporting plan but were developed later from NELS data in the context of another project, and later added to the database. In reading and mathematics, the proficiencies reported were limited to those tested at each time point: three math levels in base year and four in first follow-up, and two reading levels at each of these times. These are the only levels possible for the proficiency level pass/fail scores, which are based on actual item responses. But the proficiency probability scores are based on overall performance on whatever test form was administered to each student, and these performance estimates are all put on the same scale. The IRT model enables us to estimate the probability of a person passing the level 5 math cluster, given his or her overall ability, even if those test items were not given on that form or in that grade.

Test Composites

F22XRIRR	Reading IRT-Estimated Number Right
F22XRSTD	Reading Standardized Score
F22XRQ	Reading Quartile (1=low)
F22XMIRR	Math IRT-Estimated Number Right
F22XMSTD	Math Standardized Score
F22XMQ	Math Quartile (1=low)
F22XSIRR	Science IRT-Estimated Number Right
F22XSSTD	Science Standardized Score
F22XSQ	Science Quartile (1=low)
F22XHIRR	Hist/Cit/Geog IRT-Estimated # Right
F22XHSTD	Hist/Cit/Geog Standardized Score
F22XHQ	Hist/Cit/Geog Quartile (1=low)
F22XRTH	Reading Theta T Score
F22XMTH	Math Theta T Score
F22XSTH	Science Theta T Score
F22XHTH	History/Citizenship/Geography Theta T Score
F22XCOMP	Standardized Test Composite (reading, math)
F22XQURT	Standardized Test Quartile (1=low)
F22XRPL1	Reading Proficiency - Level 1
F22XRPL2	Reading Proficiency - Level 2
F22XRPL3	Reading Proficiency - Level 3
F22XRPRO	Overall Reading Proficiency
F22XRPP1	Reading Level 1: Probability of Proficiency
F22XRPP2	Reading Level 2: Probability of Proficiency
F22XRPP3	Reading Level 3: Probability of Proficiency
F22XMPL1	Math Proficiency - Level 1

F22XMPL2	Math Proficiency - Level 2
F22XMPL3	Math Proficiency - Level 3
F22XMPL4	Math Proficiency - Level 4
F22XMPL5	Math Proficiency - Level 5
F22XMPRO	Overall Math Proficiency
F22XMPP1	Math Level 1: Probability of Proficiency
F22XMPP2	Math Level 2: Probability of Proficiency
F22XMPP3	Math Level 3: Probability of Proficiency
F22XMPP4	Math Level 4: Probability of Proficiency
F22XMPP5	Math Level 5: Probability of Proficiency
F22XSPL1	Science Proficiency Level 1
F22XSPL2	Science Proficiency Level 2
F22XSPL3	Science Proficiency Level 3
F22XSPRO	Overall Science Proficiency
F22XSPP1	Science Level 1: Probability of Proficiency
F22XSPP2	Science Level 2: Probability of Proficiency
F22XSPP3	Science Level 3: Probability of Proficiency
F22XNAEP	NAEP and NELS:88 Link

Appendix I

Guidelines for Using SAS with NELS:88 Second Follow-Up Student Data

Guidelines for using SAS with NELS:88 Second Follow-Up Student Data

The files provided for public release tapes include SAS cards and SAS system files for the NELS:88 second follow-up. The SAS system file for each survey wave includes:

1) Questionnaire data
2) Flags, Weights and Composites

Users who plan to analyze NELS:88 data on personal computers can seek counsel in the Guide to the NELS:88 ECB/CD-ROM. The sections that follow pertain primarily to mainframe applications.

In the points below, methods to contain potential difficulties that may be encountered when using large data files with SAS are discussed.

1. Use the '(KEEP=...)' and '(DROP=...)' options in the 'SET' statement and/or in the 'DATA' statement when creating working data files so that unwanted variables are not included in the files. The '(KEEP=...)' option does not reorder the variables in the new data set.

   The files are large and the SAS cards associated with all of the variables within a file require a great deal of memory. Eliminating unwanted variables and the cards associated with them will reduce the amount of memory necessary to run jobs.

2. Some of the label statements given in the student and dropout SAS card files may need to be eliminated because of SAS system limitations present at many computer installations.

3. The large number of VALUE statements in the PROC FORMAT section of the student and dropout SAS cards require that a special DD statement be placed just after the // EXEC SAS statement to increase the capacity of the format library during a SAS run:

   ```
   //LIBRARY DD SPACE=(TRK,(25,25,60))
   ```

   Since this may not be possible at some computer installations, it may be necessary to delete some VALUE statements.

4. When working with large files, it may be necessary to override the default work space with the following DD statement:

   ```
   //WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
   ```

   Place the //WORK DD statement just after the // EXEC SAS statement (or after the //LIBRARY DD statement, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure(s) that will use them. The following example will help to illustrate this point.

Suppose you were interested in assessing the association between fathers' educational aspirations and a son's versus a daughter's educational expectations. That is, overall do students' expectations reflect their father's aspirations, and might such an association vary by sex? To do this you might construct a three-way crosstab.

In the following example PROC FORMAT is used first to make a temporary library of formats (sets of value labels). Then PROC FREQ is used to access the second follow-up student SAS system file and to create a three-way crosstab. The FORMAT statement in PROC FREQ links each variable in the crosstab to the appropriate set of value labels stored in the temporary format library.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F2ST.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE SC42V

          00 = "DOES NOT APPLY"
          01 = "LESS THAN HS"
          02 = "HS ONLY"
          03 = "LESS 2YRS/SCHL"
          04 = "2YRS MORE/SCHL"
          05 = "TRADE SCHL DGREE"
          06 = "LESS 2YRS CLLEGE"
          07 = "MORE 2YRS CLLEGE"
          08 = "FINISH COLLEGE"
          09 = "MASTER'S DEGREE"
          10 = "PH.D.,M.D.,OTHER"
          11 = "DON'T KNOW"
          96 = "MULT RESPONSE"
          97 = "REFUSED"
          98 = "MISSING"
          99 = "LEGITIMATE SKIP"
 ;
VALUE SC44V
          01 = "LESS THAN HS"
          02 = "HS ONLY"
          03 = "LESS 2YRS/SCHL"
          04 = "MORE 2YRS/SCHL"
          05 = "TRADE SCHL DGREE"
          06 = "LESS 2YRS CLLEGE"
          07 = "MORE 2YRS CLLEGE"
          08 = "FINISH COLLEGE"
          09 = "MASTER'S OR EQU"
```

```
            10 = "PH.D.,M.D.,OTHER"
            11 = "DON'T KNOW"
            96 = "MULT RESPONSE"
            97 = "REFUSED"
            98 = "MISSING"
            99 = "LEGITIMATE SKIP"
  ;

    VALUE MC1V
            1 = "MALE"
            2 = "FEMALE"
    ;

    PROC FREQ DATA=IN1.F2STUDNT;
    FORMAT
    F2S42A   SC42V.
    F2S43    SC44V.
    F2SEX    MC1V.
    ;

    TABLES F2SEX * F2S42A * F2S43;
    TITLE "DAD'S AND R'S EDUCATIONAL EXPECTATIONS BY R GENDER";
```

At the end of each SAS card file, there is a frequency procedure which contains FORMAT statements for every variable for which there is a format. These FORMAT statements can be used in any SAS procedure. However, if there are a large number of format links, they must be divided into several format statements to work. (Using about 90 format links in the format statement proved successful on the University of Chicago mainframe.)

6. Whenever variables are needed from several student level files (i.e., second follow-up student and base year student), the files may be merged by STU_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis.

The following second follow-up and base year example may help to illustrate the merge statement. Suppose you wanted to examine how the educational expectations of respondents who are still enrolled (in twelfth grade in 1992) and who completed a student questionnaires have changed since the eighth grade. To do this you might construct a three-way crosstab.

In the following example PROC FORMAT is used to make a temporary library of formats. Next the second follow-up student system file, and the base year system file are merged. Then, PROC FREQ is used to create a three-way crosstab. When merging two large files, it is helpful to use separate "KEEP=" statements for each file being combined.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F2ST.SASLIB,DISP=SHR
//IN2 DD DSN=ACT.PUBL.BYST.SASLIB,DISP=SHR
```

```
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE SC44V
          01 = "LESS THAN HS"
          02 = "HS ONLY"
          03 = "LESS 2YRS/SCHL"
          04 = "MORE 2YRS/SCHL"
          05 = "TRADE SCHL DGREE"
          06 = "LESS 2YRS CLLEGE"
          07 = "MORE 2YRS CLLEGE"
          08 = "FINISH COLLEGE"
          09 = "MASTER'S OR EQU"
          10 = "PH.D.,M.D.,OTHER"
          11 = "DON'T KNOW"
          96 = "MULT RESPONSE"
          97 = "REFUSED"
          98 = "MISSING"
          99 = "LEGITIMATE SKIP"
  ;
VALUE FC3V
          0 = "DID NOT COMPLETE"
          1 = "STDNT QUEX CMPLT"
          2 = "DRP QUEX CMPLT"
  ;
VALUE FBYS45V
          01 = "WON'T FINISH H.S"
          02 = "WILL FINISH H.S"
          03 = "VOC,TRD,BUS AFTR H.S"
          04 = "WILL ATTEND COLLEGE"
          05 = "WILL FINISH COLLEGE"
          06 = "HIGHER SCH AFTR COLL"
          96 = "MULTIPLE RESPONSE"
          97 = "REFUSAL"
          98 = "MISSING"
          99 = "LEGITIMATE SKIP"
  ;
```

```
DATA COMBINE;
MERGE  IN1.F2STUDNT  (KEEP=STU_ID  F2S43  F2QFLG)  IN2.BYSTUDNT
(KEEP=STU_ID BYS45);  BY STU_ID;

PROC FREQ;
FORMAT
F2S43    SC44V.
F2QFLG   FC3V.
BYS45    FBYS45V.
;
TABLES F2QFLG * F2S43 * BYS45;
TITLE "EDUCATIONAL EXPECTATIONS SINCE GRADE 8";
```

7. For very large files, the user may encounter problems when sorting. Various options may be added to the //EXEC SAS card to circumvent these problems. A suggested option is given below (consult the SAS manual for descriptions of these options):

```
// EXEC SAS,OPTIONS='NODYNALLOC',REGION=1280K,SORT=30
```

8. It is suggested that the user include the LENGTH statement when creating new variables, in order to save space and computer memory.

9. For many tabulations, PROC TABULATE produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulated tables.

10. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series-based routine that uses an ASCII file to compute standard errors for cross-classifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

11. Use the NCES- and NORC-defined composite and classification variables whenever possible to simplify programming. These classification variables were carefully constructed and, for many of them, sources of data from outside the student questionnaire were merged into the student data to construct the composites.

12. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice versa.

13. There is a peculiarity with version 6.06 of SAS. The symbol "%" will not be printed in a variable label if the label is the first character to be printed on the page.

Appendix J

NELS:88 Second Follow-Up

Student Questionnaire Codebook

Note: Because the number of variables in the student data file exceeds the amount allowed by SPSS-X, the data file has been split into two files. Part 1 contains the questionnaire items, while part 2 contains all other variables, such as the flags, composites, test scores, New Student Supplement variables, and transcript composites.

For the user's convenience, some second follow-up questionnaire variables were recoded to facilitate using NELS:88 second follow-up data in cross-wave (NELS:88 base year and first follow-up) and cross-cohort (NELS:88 second follow-up 1992 seniors and HS&B first follow-up 1982 seniors) comparisons. These recodes generally involved the reordering of item values. Codebook item values and value labels reflect these recodes, as do the specially annotated student questionnaire and new student supplement that appear in Appendix K. Before program set-up, users are advised to read the codebook entries carefully.

```
------------------
Question   STU_ID                                    Tape Pos. 1-7
------------------                                   Format: I7

STU_ID     STUDENT ID

Student ID



II.  YOUR SCHOOL EXPERIENCES AND ACTIVITIES
```

```
---------------
Question   5AMO                                      Tape Pos. 8-9
---------------                                      Format: I2

F2S5AMO    DATE COMPLETED (MONTH)

What is today's date?

Month

                                                           PER-    WGTD
    RESPONSE                         CODES        FREQ     CENT    PCT
    ----------                     ---------     -----    -----   -----
JANUARY..........................       01        2604    12.3%   14.0%
FEBRUARY.........................       02        5660    26.7%   32.4%
MARCH............................       03        4206    19.9%   24.1%
APRIL............................       04        1364     6.4%    7.8%
MAY..............................       05        1014     4.8%    7.6%
JUNE.............................       06        1029     4.9%    7.1%
JULY.............................       07         512     2.4%    3.1%
AUGUST...........................       08         323     1.5%    1.9%
SEPTEMBER........................       09         129     0.6%    0.8%
OCTOBER..........................       10         122     0.6%    0.8%
NOVEMBER.........................       11          33     0.2%    0.2%
DECEMBER.........................       12          13     0.1%    0.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          96           2     0.0% (MISS)
   MISSING....................          98         181     0.9% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
```

```
---------------
Question   5ADA                                      Tape Pos. 10-11
---------------                                      Format: I2

F2S5ADA    DATE COMPLETED (DAY)

What is today's date?

Day

                                                           PER-    WGTD
    RESPONSE                         CODES        FREQ     CENT    PCT
    ----------                     ---------     -----    -----   -----
                                        01         267     1.3%    1.5%
                                        02         322     1.5%    1.7%
                                        03         562     2.7%    3.2%
                                        04        1091     5.1%    6.0%
                                        05        1070     5.1%    6.1%
                                        06         606     2.9%    3.9%
                                        07         327     1.5%    1.9%
                                        08         361     1.7%    2.2%
                                        09         450     2.1%    2.8%
                                        10         706     3.3%    4.0%
                                        11        1047     4.9%    6.2%
                                        12         791     3.7%    4.7%
                                        13         557     2.6%    3.4%
                                        14         416     2.0%    2.5%
                                        15         343     1.6%    1.8%
                                        16         234     1.1%    1.4%
                                        17         342     1.6%    2.1%
                                        18         673     3.2%    4.0%
                                        19         794     3.7%    5.2%
                                        20         498     2.4%    2.8%
                                        21         326     1.5%    2.4%
                                        22         464     2.2%    2.8%
                                        23         400     1.9%    2.1%
                                        24         502     2.4%    3.0%
                                        25         842     4.0%    5.3%
                                        26         660     3.1%    3.7%
                                        27         588     2.8%    3.3%
                                        28         525     2.5%    3.4%
                                        29         596     2.8%    2.8%
                                        30         400     1.9%    2.5%
                                        31         238     1.1%    1.3%
RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          96           1     0.0% (MISS)
   MISSING....................          98         193     0.9% (MISS)
                                                 -----    -----   -----
TOTALS:                                          21188   100.0%  100.0%
```

```
--------------
Question   6A                                        Tape Pos. 12-12
--------------                                       Format: I1

F2S6A      CURRENT GRADE LEVEL

What grade are you in?   *

                                                           PER-    WGTD
    RESPONSE                         CODES        FREQ     CENT    PCT
    ----------                     ---------     -----    -----   -----
9TH GRADE........................        1           7     0.0%    0.0%
10TH GRADE.......................        2          52     0.2%    0.7%
11TH GRADE.......................        3         411     1.9%    3.2%
12TH GRADE.......................        4       16213    76.5%   92.8%
COMPLETED HIGH SCHOOL............        5         438     2.1%    3.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6           1     0.0% (MISS)
   REFUSED....................           7           6     0.0% (MISS)
   MISSING....................           8          64     0.3% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
```

```
--------------
Question   6B                                        Tape Pos. 13-13
--------------                                       Format: I1

F2S6B      CERTIFICATION FROM CURRENT SCHOOL

When you complete your current school program, which of the
following are you most likely to receive?

                                                           PER-    WGTD
    RESPONSE                         CODES        FREQ     CENT    PCT
    ----------                     ---------     -----    -----   -----
HIGH SCHOOL DIPLOMA..............        1       16067    75.8%   97.2%
GED CERTIFICATE..................        2         174     0.8%    1.2%
OTHER EQUIVALENCY CERTIFICATE.           3          59     0.3%    0.3%
OTHER (WRITE IN BELOW)...........        4         171     0.8%    1.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6          15     0.1% (MISS)
   MISSING....................           8         268     1.3% (MISS)
   LEGITIMATE SKIP............           9         438     2.1% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
```

```
-------------
Question   7
-------------


How much do you agree with each of the following statements
about your current school and teachers?
```

```
--------------
Question   7A                                        Tape Pos. 14-14
--------------                                       Format: I1

F2S7A      THERE IS REAL SCHOOL SPIRIT

There is real school spirit

                                                           PER-    WGTD
    RESPONSE                         CODES        FREQ     CENT    PCT
    ----------                     ---------     -----    -----   -----
STRONGLY AGREE...................        1        2191    10.3%   13.7%
AGREE............................        2        9801    46.3%   58.0%
DISAGREE.........................        3        4150    19.6%   23.7%
STRONGLY DISAGREE................        4         764     3.6%    4.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996    18.9% (MISS)
   MISSING....................           8         286     1.3% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
```

```
--------------
Question   7B                                        Tape Pos. 15-15
--------------                                       Format: I1

F2S7B      STUDENTS FRIENDLY W/OTHER RACIAL GROUPS

Students make friends with students of other racial and
ethnic groups

                                                           PER-    WGTD
    RESPONSE                         CODES        FREQ     CENT    PCT
    ----------                     ---------     -----    -----   -----
STRONGLY AGREE...................        1        3373    15.9%   19.3%
AGREE............................        2       10553    49.8%   63.1%
DISAGREE.........................        3        2380    11.2%   14.1%
STRONGLY DISAGREE................        4         575     2.7%    3.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6           2     0.0% (MISS)
   MISSING....................           8         309     1.5% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
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Question 7C
Tape Pos. 16-16
Format: I1

F2S7C THE TEACHING IS GOOD AT SCHOOL

The teaching is good

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2732	12.9%	14.6%
AGREE	2	11679	55.1%	70.6%
DISAGREE	3	2120	10.0%	12.8%
STRONGLY DISAGREE	4	340	1.6%	2.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	316	1.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 7D
Tape Pos. 17-17
Format: I1

F2S7D TEACHERS ARE INTERESTED IN STUDENTS

Teachers are interested in students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	3025	14.3%	16.6%
AGREE	2	10790	50.9%	64.7%
DISAGREE	3	2683	12.7%	16.4%
STRONGLY DISAGREE	4	387	1.8%	2.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	302	1.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 7E
Tape Pos. 18-18
Format: I1

F2S7E R DOESN'T FEEL SAFE AT THIS SCHOOL

I don't feel safe at this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	440	2.1%	2.8%
AGREE	2	1304	6.2%	8.3%
DISAGREE	3	7597	35.9%	45.9%
STRONGLY DISAGREE	4	7548	35.6%	43.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	302	1.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 7F
Tape Pos. 19-19
Format: I1

F2S7F DISRUPTIONS IMPEDE R'S LEARNING

Disruptions by other students get in the way of my learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1225	5.8%	7.4%
AGREE	2	4492	21.2%	26.8%
DISAGREE	3	8893	42.0%	53.2%
STRONGLY DISAGREE	4	2287	10.8%	12.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	292	1.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 7G
Tape Pos. 20-20
Format: I1

F2S7G FIGHTS OCCUR BTWN RACIAL/ETHNIC GROUPS

Fights often occur between different racial or ethnic groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	894	4.2%	5.4%
AGREE	2	3019	14.2%	18.2%
DISAGREE	3	7736	36.5%	47.0%
STRONGLY DISAGREE	4	5223	24.7%	29.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	320	1.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 7H
Tape Pos. 21-21
Format: I1

F2S7H THERE ARE MANY GANGS IN SCHOOL

There are many gangs in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	682	3.2%	4.0%
AGREE	2	2206	10.4%	13.4%
DISAGREE	3	6478	30.6%	39.4%
STRONGLY DISAGREE	4	7477	35.3%	43.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	346	1.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 7I
Tape Pos. 22-22
Format: I1

F2S7I STUDENTS ARE GRADED FAIRLY IN SCHOOL

Students are graded fairly

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1787	8.4%	11.0%
AGREE	2	11444	54.0%	67.4%
DISAGREE	3	2978	14.1%	17.9%
STRONGLY DISAGREE	4	611	2.9%	3.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	369	1.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 7J
Tape Pos. 23-23
Format: I1

F2S7J THERE IS CHEATING IN SCHOOL

There is a lot of cheating on tests and assignments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2671	12.6%	15.7%
AGREE	2	7243	34.2%	43.0%
DISAGREE	3	6171	29.1%	36.9%
STRONGLY DISAGREE	4	789	3.7%	4.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	318	1.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   7K                                  Tape Pos. 24-24
-------------                                  Format: I1

F2S7K      SOME TEACHERS IGNORE CHEATING

Some teachers ignore cheating when they see it

                                                       PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
   ----------                   --------     -----    -----   -----
STRONGLY AGREE................        1        715     3.4%    4.3%
AGREE.........................        2       4542    21.4%   26.1%
DISAGREE......................        3       8290    39.1%   50.1%
STRONGLY DISAGREE.............        4       3311    15.6%   19.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MISSING....................        8        334     1.6% (MISS)
                                              -----    -----   -----
 TOTALS:                                     21188   100.0%  100.0%
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Question   7L                                  Tape Pos. 25-25
-------------                                  Format: I1

F2S7L      DISCIPLINE IS FAIR IN SCHOOL

Discipline is fair

                                                       PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
   ----------                   --------     -----    -----   -----
STRONGLY AGREE................        1       1392     6.6%    7.9%
AGREE.........................        2      10177    48.0%   60.1%
DISAGREE......................        3       3646    17.2%   21.9%
STRONGLY DISAGREE.............        4       1652     7.8%   10.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MULTIPLE RESPONSE..........        6          5     0.0% (MISS)
   MISSING....................        8        320     1.5% (MISS)
                                              -----    -----   -----
 TOTALS:                                     21188   100.0%  100.0%
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Question   8
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In the first semester or term of the current school year,
how many times did any of the following things happen to
you?
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Question   8A                                  Tape Pos. 26-26
-------------                                  Format: I1

F2S8A      HAD SOMETHING STOLEN AT SCHOOL

I had something stolen from me at school

                                                       PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
   ----------                   --------     -----    -----   -----
NEVER.........................        0      11637    54.9%   69.3%
ONCE OR TWICE.................        1       4617    21.8%   27.0%
MORE THAN TWICE...............        2        662     3.1%    3.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MULTIPLE RESPONSE..........        6          1     0.0% (MISS)
   MISSING....................        8        275     1.3% (MISS)
                                              -----    -----   -----
 TOTALS:                                     21188   100.0%  100.0%
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Question   8B                                  Tape Pos. 27-27
-------------                                  Format: I1

F2S8B      SOMEONE OFFERED TO SELL R DRUGS AT SCHL

Someone offered to sell me drugs at school

                                                       PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
   ----------                   --------     -----    -----   -----
NEVER.........................        0      14036    66.2%   83.2%
ONCE OR TWICE.................        1       1724     8.1%    9.9%
MORE THAN TWICE...............        2       1145     5.4%    6.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MULTIPLE RESPONSE..........        6          1     0.0% (MISS)
   MISSING....................        8        286     1.3% (MISS)
                                              -----    -----   -----
 TOTALS:                                     21188   100.0%  100.0%
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Question   8C                                  Tape Pos. 28-28
-------------                                  Format: I1

F2S8C      SOMEONE OFFERD SELL R DRUGS TO/FROM SCHL

Someone offered to sell me drugs on the way to or from
school

                                                       PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
   ----------                   --------     -----    -----   -----
NEVER.........................        0      15331    72.4%   90.2%
ONCE OR TWICE.................        1        911     4.3%    6.0%
MORE THAN TWICE...............        2        661     3.1%    3.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MISSING....................        8        289     1.4% (MISS)
                                              -----    -----   -----
 TOTALS:                                     21188   100.0%  100.0%
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-------------
Question   8D                                  Tape Pos. 29-29
-------------                                  Format: I1

F2S8D      SOMEONE THREATENED TO HURT R AT SCHOOL

Someone threatened to hurt me at school

                                                       PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
   ----------                   --------     -----    -----   -----
NEVER.........................        0      14335    67.7%   84.2%
ONCE OR TWICE.................        1       2059     9.7%   12.6%
MORE THAN TWICE...............        2        505     2.4%    3.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MISSING....................        8        293     1.4% (MISS)
                                              -----    -----   -----
 TOTALS:                                     21188   100.0%  100.0%
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Question   8E                                  Tape Pos. 30-30
-------------                                  Format: I1

F2S8E      SOMEONE THREAT TO HURT R TO/FROM SCHL

Someone threatened to hurt me on the way to or from school

                                                       PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
   ----------                   --------     -----    -----   -----
NEVER.........................        0      15727    74.2%   92.8%
ONCE OR TWICE.................        1        898     4.2%    5.5%
MORE THAN TWICE...............        2        278     1.3%    1.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MISSING.......................     8        289     1.4% (MISS)
                                              -----    -----   -----
 TOTALS:                                     21188   100.0%  100.0%
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Question   8F                                  Tape Pos. 31-31
-------------                                  Format: I1

F2S8F      GOT INTO A PHYSICAL FIGHT AT SCHOOL

I got into a physical fight at school

                                                       PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
   ----------                   --------     -----    -----   -----
NEVER.........................        0      14918    70.4%   87.2%
ONCE OR TWICE.................        1       1574     7.4%    9.9%
MORE THAN TWICE...............        2        408     1.9%    2.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MULTIPLE RESPONSE..........        6          2     0.0% (MISS)
   MISSING....................        8        290     1.4% (MISS)
                                              -----    -----   -----
 TOTALS:                                     21188   100.0%  100.0%
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Question   8G                                  Tape Pos. 32-32
-------------                                  Format: I1

F2S8G      GOT INTO PHYSICAL FIGHT TO/FROM SCHOOL

I got into a physical fight on the way to or from school

                                                       PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
   ----------                   --------     -----    -----   -----
NEVER.........................        0      15745    74.3%   92.1%
ONCE OR TWICE.................        1        869     4.1%    6.1%
MORE THAN TWICE...............        2        287     1.4%    1.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MISSING....................        8        291     1.4% (MISS)
                                              -----    -----   -----
 TOTALS:                                     21188   100.0%  100.0%
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Question   9
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How many times did the following things happen to you in
the first semester or term of the current school year?



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Question   9A                            Tape Pos. 33-33
--------------                           Format: I1

F2S9A      HOW MANY TIMES WAS R LATE FOR SCHOOL

I was late for school

                                                     PER-   WCTD
   RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                 ---------   -----    -----  -----
NEVER.........................       0     3219    15.2%  18.5%
1-2 TIMES.....................       1     5479    25.9%  33.2%
3-6 TIMES.....................       2     4270    20.2%  25.4%
7-9 TIMES.....................       3     1654     7.8%   9.8%
10-15 TIMES...................       4      952     4.5%   5.3%
OVER 15 TIMES.................       5     1325     6.3%   7.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..             3996    18.9% (MISS)
   MULTIPLE RESPONSE..........       6       10     0.0% (MISS)
   MISSING....................       8      283     1.3% (MISS)
                                          -----    -----  -----
 TOTALS:                                  21188   100.0% 100.0%



--------------
Question   9B                            Tape Pos. 34-34
--------------                           Format: I1

F2S9B      HOW MANY TIMES DID R CUT/SKIP CLASSES

I cut or skipped classes

                                                     PER-   WCTD
   RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                 ---------   -----    -----  -----
NEVER.........................       0     8286    39.1%  48.5%
1-2 TIMES.....................       1     4248    20.0%  25.9%
3-6 TIMES.....................       2     2239    10.6%  13.1%
7-9 TIMES.....................       3      851     4.0%   4.9%
10-15 TIMES...................       4      513     2.4%   3.1%
OVER 15 TIMES.................       5      714     3.4%   4.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..             3996    18.9% (MISS)
   MULTIPLE RESPONSE..........       6       19     0.1% (MISS)
   MISSING....................       8      322     1.5% (MISS)
                                          -----    -----  -----
 TOTALS:                                  21188   100.0% 100.0%



--------------
Question   9C                            Tape Pos. 35-35
--------------                           Format: I1

F2S9C      HOW MANY TIMES DID R MISS SCHOOL

I missed a day of school

                                                     PER-   WCTD
   RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                 ---------   -----    -----  -----
NEVER.........................       0     1531     7.2%   8.5%
1-2 TIMES.....................       1     5124    24.2%  29.9%
3-6 TIMES.....................       2     5710    26.9%  34.6%
7-9 TIMES.....................       3     2219    10.5%  13.3%
10-15 TIMES...................       4     1204     5.7%   7.7%
OVER 15 TIMES.................       5      976     4.6%   6.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..             3996    18.9% (MISS)
   MULTIPLE RESPONSE..........       6        3     0.0% (MISS)
   MISSING....................       8      425     2.0% (MISS)
                                          -----    -----  -----
 TOTALS:                                  21188   100.0% 100.0%
```

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Question   9D                            Tape Pos. 36-36
--------------                           Format: I1

F2S9D      HOW MANY TIMES R GOT IN TROUBLE

I got in trouble for not following school rules

                                                     PER-   WCTD
   RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                 ---------   -----    -----  -----
NEVER.........................       0    11064    52.2%  64.4%
1-2 TIMES.....................       1     4031    19.0%  24.4%
3-6 TIMES.....................       2     1007     4.8%   6.2%
7-9 TIMES.....................       3      361     1.7%   2.3%
10-15 TIMES...................       4      174     0.8%   1.2%
OVER 15 TIMES.................       5      246     1.2%   1.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..             3996    18.9% (MISS)
   MISSING....................       8      309     1.5% (MISS)
                                          -----    -----  -----
 TOTALS:                                  21188   100.0% 100.0%



--------------
Question   9E                            Tape Pos. 37-37
--------------                           Format: I1

F2S9E      HOW MANY TIMES PUT ON IN-SCHL SUSPENSION

I was put on an in-school suspension

                                                     PER-   WCTD
   RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                 ---------   -----    -----  -----
NEVER.........................       0    15329    72.3%  89.7%
1-2 TIMES.....................       1     1190     5.6%   7.8%
3-6 TIMES.....................       2      237     1.1%   1.5%
7-9 TIMES.....................       3       53     0.3%   0.3%
10-15 TIMES...................       4       31     0.1%   0.2%
OVER 15 TIMES.................       5       55     0.3%   0.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..             3996    18.9% (MISS)
   MULTIPLE RESPONSE..........       6        1     0.0% (MISS)
   MISSING....................       8      296     1.4% (MISS)
                                          -----    -----  -----
 TOTALS:                                  21188   100.0% 100.0%



--------------
Question   9F                            Tape Pos. 38-38
--------------                           Format: I1

F2S9F      HOW MANY TIMES R SUSPENDED FROM SCHOOL

I was suspended or put on probation from school

                                                     PER-   WCTD
   RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                 ---------   -----    -----  -----
NEVER.........................       0    15910    75.1%  93.0%
1-2 TIMES.....................       1      786     3.7%   5.5%
3-6 TIMES.....................       2      117     0.6%   0.8%
7-9 TIMES.....................       3       30     0.1%   0.3%
10-15 TIMES...................       4        8     0.0%   0.0%
OVER 15 TIMES.................       5       41     0.2%   0.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..             3996    18.9% (MISS)
   MULTIPLE RESPONSE..........       6        1     0.0% (MISS)
   MISSING....................       8      299     1.4% (MISS)
                                          -----    -----  -----
 TOTALS:                                  21188   100.0% 100.0%



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Question   9G                            Tape Pos. 39-39
--------------                           Format: I1

F2S9G      R TRANSFERRED FOR DISCIPLINARY REASONS

I was transferred to another school for disciplinary
reasons

                                                     PER-   WCTD
   RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                 ---------   -----    -----  -----
NEVER.........................       0    16732    79.0%  98.6%
1-2 TIMES.....................       1      111     0.5%   0.9%
3-6 TIMES.....................       2       15     0.1%   0.1%
7-9 TIMES.....................       3       12     0.1%   0.1%
10-15 TIMES...................       4        3     0.0%   0.0%
OVER 15 TIMES.................       5       20     0.1%   0.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..             3996    18.9% (MISS)
   MISSING....................       8      299     1.4% (MISS)
                                          -----    -----  -----
 TOTALS:                                  21188   100.0% 100.0%
```

Question 9H

Tape Pos. 40-40
Format: I1

F2S9H HOW MANY TIMES R WAS ARRESTED

I was arrested

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	16312	77.0%	96.6%
1-2 TIMES	1	452	2.1%	2.7%
3-6 TIMES	2	61	0.3%	0.4%
7-9 TIMES	3	12	0.1%	0.1%
10-15 TIMES	4	6	0.0%	0.0%
OVER 15 TIMES	5	34	0.2%	0.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	315	1.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 9I

Tape Pos. 41-41
Format: I1

F2S9I TIMES R SPENT TIME IN JUVENILE CNTR

I spent time in a juvenile home/detention center

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	16710	78.9%	98.8%
1-2 TIMES	1	122	0.6%	0.9%
3-6 TIMES	2	21	0.1%	0.1%
7-9 TIMES	3	11	0.1%	0.1%
10-15 TIMES	4	2	0.0%	0.0%
OVER 15 TIMES	5	28	0.1%	0.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	298	1.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 10

Tape Pos. 42-43
Format: I2

F2S10 MAIN REASON R'S LAST ABSENCE FROM SCHL

Here are some reasons other people have given for being absent from school. What was the main reason for your last absence from school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAD TO CARE FOR A MEMBER OF MY FAMILY OR A CLOSE FRIEND	01	574	2.7%	3.6%
I WAS SICK	02	8369	39.5%	51.0%
I WAS OUT OF TOWN WITH MY FAMILY	03	1086	5.1%	6.9%
I DIDN'T FEEL LIKE GOING TO SCHOOL	04	2618	12.4%	16.9%
I WAS WORRIED ABOUT MY SAFETY GOING TO/FROM SCHOOL	05	24	0.1%	0.2%
I HAD TO GET A JOB TO HELP MY FAMILY	06	45	0.2%	0.3%
I HAD PROBLEMS WITH A TEACHER OR OTHER ADULT IN SCHOOL	07	45	0.2%	0.3%
I HAD PROBLEMS WITH ANOTHER STUDENT OR GROUP OF STUDENTS	08	42	0.2%	0.3%
I WANTED TO SPEND TIME WITH MY FRIENDS WHO ARE NOT IN SCHOOL	09	313	1.5%	1.8%
I WASN'T PREPARED FOR A TEST OR CLASS ASSIGNMENT	10	467	2.2%	2.4%
I COULDN'T KEEP UP WITH MY SCHOOL WORK	11	82	0.4%	0.5%
I FELT I DIDN'T BELONG AT SCHOOL	12	76	0.4%	0.4%
I DON'T REMEMBER	13	879	4.1%	5.4%
I HAD A MEDICAL/DENTAL APPOINTMENT	14	1670	7.9%	10.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	349	1.6%	(MISS)
MISSING	98	553	2.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 11A

Tape Pos. 44-44
Format: I1

F2S11A R'S LAST UNEXCUSED ABSENCE FROM SCHOOL

When was your last unexcused absence from high school, if any?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE NEVER HAD AN UNEXCUSED ABSENCE FROM HIGH SCHOOL	1	8384	39.6%	46.7%
THIS CURRENT SCHOOL SEMESTER OR TERM	2	4236	20.0%	26.7%
THE FIRST SEMESTER OR TERM OF THIS SCHOOL YEAR	3	2249	10.6%	13.6%
LAST SCHOOL YEAR	4	1463	6.9%	8.8%
TWO OR MORE SCHOOL YEARS AGO	5	698	3.3%	4.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
REFUSED	7	10	0.0%	(MISS)
MISSING	8	148	0.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 11B

Tape Pos. 45-45
Format: I1

F2S11B DAYS MISSED, R'S LAST UNEXCUSED ABSENCE

During your last unexcused absence, how many days of school did you miss?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 OR 2 DAYS	0	7170	33.8%	83.1%
3 OR 4 DAYS	1	679	3.2%	8.7%
5 TO 10 DAY	2	427	2.0%	5.0%
11 TO 15 DAYS	3	104	0.5%	1.0%
16 TO 20 DAYS	4	60	0.3%	0.7%
21 OR MORE DAYS	5	120	0.6%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	247	1.2%	(MISS)
LEGITIMATE SKIP	9	8384	39.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 12A

Tape Pos. 46-47
Format: I2

F2S12A DESCRIBE PRESENT HIGH SCHOOL PROGRAM

Which of the following best describes your present high school program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
GENERAL HIGH SCHOOL PROGRAM	01	6125	28.9%	37.7%
COLLEGE PREP, ACADEMIC, OR SPECIALIZED ACADEMIC (SUCH AS SCIENCE OR MATH)	02	7567	35.7%	40.6%
INDUSTRIAL ARTS/TECHNOLOGY EDUCATION	03	554	2.6%	3.5%
AGRICULTURAL OCCUPATIONS	04	106	0.5%	0.8%
BUSINESS OR OFFICE OCCUPATIONS	05	583	2.8%	3.6%
MARKETING OR DISTRIBUTIVE EDUCATION	06	135	0.6%	0.7%
HEALTH OCCUPATIONS	07	109	0.5%	0.8%
HOME ECONOMICS OCCUPATIONS	08	79	0.4%	0.4%
CONSUMER AND HOMEMAKING EDUCATION	09	23	0.1%	0.1%
TECHNICAL OCCUPATIONS	10	117	0.6%	0.8%
TRADE OR INDUSTRIAL OCCUPATIONS	11	199	0.9%	1.4%
OTHER SPECIALIZED HIG SCHOOL PROGRAM (SUCH AS FINE ARTS)	12	318	1.5%	2.4%
SPECIAL EDUCATION PROGRAM	13	94	0.4%	0.7%
I DON'T KNOW	14	838	4.0%	5.0%
ATERNATIVE, STAY-IN-SCHOOL, OR DROPOUT PREVENTION PROGRAM	15	176	0.8%	1.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	92	0.4%	(MISS)
REFUSED	97	4	0.0%	(MISS)
MISSING	98	73	0.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 12B

How did you get into this program?

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---------------
Question   12BA                                 Tape Pos. 48-48
---------------                                 Format: I1

F2S12BA    R WAS ASSIGNED THIS PROGRAM

I was assigned
                                                         PER-   WGTD
     RESPONSE                         CODES     FREQ    CENT    PCT
    ----------                      --------   -----   -----   -----
YES............................           1     5489   25.9%   33.7%
NO.............................           2    11209   52.9%   66.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996   18.9% (MISS)
   MULTIPLE RESPONSE..........            6        4    0.0% (MISS)
   MISSING....................            8      490    2.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
```

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---------------
Question   12BB                                 Tape Pos. 49-49
---------------                                 Format: I1

F2S12BB    R CHOSE PRGRM WITH COUNSLR/TCHR

I chose it after talking to my counselor or teacher
                                                         PER-   WGTD
     RESPONSE                         CODES     FREQ    CENT    PCT
    ----------                      --------   -----   -----   -----
YES............................           1     6895   32.5%   42.2%
NO.............................           2     9795   46.2%   57.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996   18.9% (MISS)
   MULTIPLE RESPONSE..........            6        7    0.0% (MISS)
   MISSING....................            8      495    2.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
```

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---------------
Question   12BC                                 Tape Pos. 50-50
---------------                                 Format: I1

F2S12BC    R CHOSE PROGRAM WITH PARENTS

I chose it after talking to my parents
                                                         PER-   WGTD
     RESPONSE                         CODES     FREQ    CENT    PCT
    ----------                      --------   -----   -----   -----
YES............................           1     6394   30.2%   37.9%
NO.............................           2    10297   48.6%   62.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996   18.9% (MISS)
   MULTIPLE RESPONSE..........            6        2    0.0% (MISS)
   MISSING....................            8      499    2.4% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
```

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Question   12BD                                 Tape Pos. 51-51
---------------                                 Format: I1

F2S12BD    R CHOSE PROGRAM WITH FRIENDS

I chose it after talking to my friends
                                                         PER-   WGTD
     RESPONSE                         CODES     FREQ    CENT    PCT
    ----------                      --------   -----   -----   -----
YES............................           1     3738   17.6%   21.5%
NO.............................           2    12953   61.1%   78.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996   18.9% (MISS)
   MULTIPLE RESPONSE..........            6        2    0.0% (MISS)
   MISSING....................            8      499    2.4% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
```

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Question   12BE                                 Tape Pos. 52-52
---------------                                 Format: I1

F2S12BE    R CHOSE PROGRAM ALONE

I chose it myself - did not consult anyone
                                                         PER-   WGTD
     RESPONSE                         CODES     FREQ    CENT    PCT
    ----------                      --------   -----   -----   -----
YES............................           1     4301   20.3%   26.2%
NO.............................           2    12387   58.5%   73.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996   18.9% (MISS)
   MULTIPLE RESPONSE..........            6       12    0.1% (MISS)
   MISSING....................            8      492    2.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
```

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---------------
Question   12BF                                 Tape Pos. 53-53
---------------                                 Format: I1

F2S12BF    THIS IS ONLY PROGRAM AT R'S SCHOOL

This is the only program at my school
                                                         PER-   WGTD
     RESPONSE                         CODES     FREQ    CENT    PCT
    ----------                      --------   -----   -----   -----
YES............................           1     2387   11.3%   12.6%
NO.............................           2    14307   67.5%   87.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996   18.9% (MISS)
   MULTIPLE RESPONSE..........            6        1    0.0% (MISS)
   MISSING....................            8      497    2.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
```

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Question   13
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Have you ever been in any of the following kinds of courses
or programs in high school?
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Question   13A                                  Tape Pos. 54-54
--------------                                  Format: I1

F2S13A     EVER BEEN IN A REMEDIAL ENGLISH CLASS

Remedial English (sometimes called basic or essential)
                                                         PER-   WGTD
     RESPONSE                         CODES     FREQ    CENT    PCT
    ----------                      --------   -----   -----   -----
YES............................           1     3342   15.8%   21.0%
NO.............................           2    13211   62.4%   79.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996   18.9% (MISS)
   MULTIPLE RESPONSE..........            6        2    0.0% (MISS)
   MISSING....................            8      637    3.0% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
```

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Question   13B                                  Tape Pos. 55-55
--------------                                  Format: I1

F2S13B     EVER BEEN IN A REMEDIAL MATH CLASS

Remedial math (sometimes called basic or essential)
                                                         PER-   WGTD
     RESPONSE                         CODES     FREQ    CENT    PCT
    ----------                      --------   -----   -----   -----
YES............................           1     3652   17.2%   23.0%
NO.............................           2    12897   60.9%   77.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996   18.9% (MISS)
   MISSING....................            8      643    3.0% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
```

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--------------
Question   13C                                  Tape Pos. 56-56
--------------                                  Format: I1

F2S13C     EVER BEEN IN BILINGUAL/BICULTURAL CLASS

Bilingual or bicultural program/course
                                                         PER-   WGTD
     RESPONSE                         CODES     FREQ    CENT    PCT
    ----------                      --------   -----   -----   -----
YES............................           1     4900   23.1%   28.6%
NO.............................           2    11566   54.6%   71.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996   18.9% (MISS)
   MULTIPLE RESPONSE..........            6        3    0.0% (MISS)
   MISSING....................            8      723    3.4% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
```

Question 13D

Tape Pos. 57-57
Format: I1

F2S13D EVER BEEN IN ENGLISH AS SECOND LANG PROG

English as a Second Language program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1325	6.3%	8.0%
NO	2	15104	71.3%	92.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	763	3.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 13E

Tape Pos. 58-58
Format: I1

F2S13E EVER BEEN IN ADVANCED PLACEMENT PROGRAM

Advanced placement program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6486	30.6%	35.3%
NO	2	10037	47.4%	64.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	667	3.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 13F

Tape Pos. 59-59
Format: I1

F2S13F EVER BEEN IN EDUCATIONALLY HANDICAP PROG

Special program for the educationally handicapped

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	319	1.5%	2.5%
NO	2	16113	76.0%	97.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	758	3.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 13G

Tape Pos. 60-60
Format: I1

F2S13G EVER BEEN IN PHYSICALLY HANDICAP PROG

Special program for the physically handicapped

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	129	0.6%	0.9%
NO	2	16296	76.9%	99.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	767	3.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 13H

Tape Pos. 61-61
Format: I1

F2S13H EVER BEEN IN DROPOUT PREVENTION PROG

Stay-in-school/dropout prevention program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	339	1.6%	2.4%
NO	2	16095	76.0%	97.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	758	3.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 13I

Tape Pos. 62-62
Format: I1

F2S13I EVER BEEN ENROLLED IN VOCATIONAL COURSE

A vocational course located at an area vocational school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2354	11.1%	15.7%
NO	2	14128	66.7%	84.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	706	3.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 13J

Tape Pos. 63-63
Format: I1

F2S13J EVER BEEN IN A GIFTED/TALENTED PROGRAM

A program for the gifted and talented

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3057	14.4%	18.5%
NO	2	13411	63.3%	81.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	724	3.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 13K

Tape Pos. 64-64
Format: I1

F2S13K EVER BEEN IN A MAGNET PROGRAM

A specialized magnet program (in a separate school or within a larger comprehensive high school)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	491	2.3%	3.8%
NO	2	15883	75.0%	96.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	816	3.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 14A

Tape Pos. 65-65
Format: I1

F2S14A R'S PARTICIPATION IN TLNT SRCH/UP BND

Talent Search and Upward Bound are programs that help economically disadvantaged high school students to prepare for entering and succeeding in college. At any time during high school have you participated in these programs or a similar program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	697	3.3%	4.7%
NO	2	16208	76.5%	95.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	287	1.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 14B

Please circle the years during which you participated in Talent Search, Upward Bound, or a similar program.

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Question   14BA1                          Tape Pos. 66-66
-----------------                         Format: I1

F2S14BA1   TALENT SEARCH PARTICIPATION-FRESHMAN

Talent Search - Freshman

                                                         PER-    WGTD
    RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                      ---------   -----    -----   -----
YES............................        1        110     0.5%   14.5%
NO.............................        2        580     2.7%   85.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9%  (MISS)
   MISSING....................         8        294     1.4%  (MISS)
   LEGITIMATE SKIP............         9      16208    76.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                      21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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-----------------
Question   14BA2                          Tape Pos. 67-67
-----------------                         Format: I1

F2S14BA2   TALENT SEARCH PARTICIPATION-SOPH

Talent Search - Sophomore

                                                         PER-    WGTD
    RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                      ---------   -----    -----   -----
YES............................        1         97     0.5%   13.0%
NO.............................        2        593     2.8%   87.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9%  (MISS)
   MISSING....................         8        294     1.4%  (MISS)
   LEGITIMATE SKIP............         9      16208    76.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                      21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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-----------------
Question   14BA3                          Tape Pos. 68-68
-----------------                         Format: I1

F2S14BA3   TALENT SEARCH PARTICIPATION-JUNIOR

Talent Search - Junior

                                                         PER-    WGTD
    RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                      ---------   -----    -----   -----
YES............................        1        117     0.6%   18.0%
NO.............................        2        573     2.7%   82.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9%  (MISS)
   MISSING....................         8        294     1.4%  (MISS)
   LEGITIMATE SKIP............         9      16208    76.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                      21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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-----------------
Question   14BA4                          Tape Pos. 69-69
-----------------                         Format: I1

F2S14BA4   TALENT SEARCH PARTICIPATION-SENIOR

Talent Search - Senior

                                                         PER-    WGTD
    RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                      ---------   -----    -----   -----
YES............................        1        154     0.7%   25.1%
NO.............................        2        536     2.5%   74.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9%  (MISS)
   MISSING....................         8        294     1.4%  (MISS)
   LEGITIMATE SKIP............         9      16208    76.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                      21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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-----------------
Question   14BA5                          Tape Pos. 70-70
-----------------                         Format: I1

F2S14BA5   TALENT SEARCH PARTICIPATION-NONE

Talent Search - Did Not Participate

                                                         PER-    WGTD
    RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                      ---------   -----    -----   -----
YES............................        1        379     1.8%   55.0%
NO.............................        2        311     1.5%   45.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9%  (MISS)
   MISSING....................         8        294     1.4%  (MISS)
   LEGITIMATE SKIP............         9      16208    76.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                      21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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-----------------
Question   14BB1                          Tape Pos. 71-71
-----------------                         Format: I1

F2S14BB1   UPWARD BOUND PARTICIPATION-FRESHMAN

Upward Bound - Freshman

                                                         PER-    WGTD
    RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                      ---------   -----    -----   -----
YES............................        1         81     0.4%   10.2%
NO.............................        2        609     2.9%   89.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9%  (MISS)
   MISSING....................         8        294     1.4%  (MISS)
   LEGITIMATE SKIP............         9      16208    76.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                      21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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-----------------
Question   14BB2                          Tape Pos. 72-72
-----------------                         Format: I1

F2S14BB2   UPWARD BOUND PARTICIPATION-SOPH

Upward Bound -  Sophomore

                                                         PER-    WGTD
    RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                      ---------   -----    -----   -----
YES............................        1        127     0.6%   18.6%
NO.............................        2        563     2.7%   81.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9%  (MISS)
   MISSING....................         8        294     1.4%  (MISS)
   LEGITIMATE SKIP............         9      16208    76.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                      21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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-----------------
Question   14BB3                          Tape Pos. 73-73
-----------------                         Format: I1

F2S14BB3   UPWARD BOUND PARTICIPATION-JUNIOR

Upward Bound -  Junior

                                                         PER-    WGTD
    RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                      ---------   -----    -----   -----
YES............................        1        145     0.7%   21.1%
NO.............................        2        545     2.6%   78.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9%  (MISS)
   MISSING....................         8        294     1.4%  (MISS)
   LEGITIMATE SKIP............         9      16208    76.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                      21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

Question 14BB4
Tape Pos. 74-74
Format: I1

F2S14BB4 UPWARD BOUND PARTICIPATION-SENIOR

Upward Bound - Senior

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	92	0.4%	11.8%
NO	2	598	2.8%	88.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	294	1.4%	(MISS)
LEGITIMATE SKIP	9	16208	76.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 14BB5
Tape Pos. 75-75
Format: I1

F2S14BB5 UPWARD BOUND PARTICIPATION-NONE

Upward Bound - Did Not Participate

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	438	2.1%	64.6%
NO	2	252	1.2%	35.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	294	1.4%	(MISS)
LEGITIMATE SKIP	9	16208	76.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 14BC1
Tape Pos. 76-76
Format: I1

F2S14BC1 SIMILAR PROGRAM PARTICIPATION-FRESHMAN

Other, similiar progam - Freshman

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	93	0.4%	12.3%
NO	2	597	2.8%	87.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	294	1.4%	(MISS)
LEGITIMATE SKIP	9	16208	76.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 14BC2
Tape Pos. 77-77
Format: I1

F2S14BC2 SIMILAR PROGRAM PARTICIPATION-SOPH

Other, similiar progam - Sophomore

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	124	0.6%	18.4%
NO	2	566	2.7%	81.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	294	1.4%	(MISS)
LEGITIMATE SKIP	9	16208	76.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 14BC3
Tape Pos. 78-78
Format: I1

F2S14BC3 SIMILAR PROGRAM PARTICIPATION-JUNIOR

Other, similiar progam - Junior

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	177	0.8%	28.4%
NO	2	513	2.4%	71.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	294	1.4%	(MISS)
LEGITIMATE SKIP	9	16208	76.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 14BC4
Tape Pos. 79-79
Format: I1

F2S14BC4 SIMILAR PROGRAM PARTICIPATION-SENIOR

Other, similiar progam - Senior

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	168	0.8%	23.5%
NO	2	522	2.5%	76.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	294	1.4%	(MISS)
LEGITIMATE SKIP	9	16208	76.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 14BC5
Tape Pos. 80-80
Format: I1

F2S14BC5 SIMILAR PROGRAM PARTICIPATION-NONE

Other, similiar progam - Did Not Participate

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	366	1.7%	53.6%
NO	2	324	1.5%	46.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	294	1.4%	(MISS)
LEGITIMATE SKIP	9	16208	76.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 15A
Tape Pos. 81-81
Format: I1

F2S15A SCIENCE CLASS ENROLLMENT LAST 2 YRS

Are you taking or have you taken a SCIENCE class in the last two years?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14850	70.1%	86.8%
NO	2	2125	10.0%	13.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	216	1.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question 15B

IF YOU ARE TAKING OR MOST RECENTLY TOOK TWO SCIENCE CLASSES AT THE SAME TIME, CHOOSE ONE AND ANSWER QUESTIONS 15B THROUGH 17 CONSISTENTLY FOR ONLY THAT ONE CLASS.

In your current or most recent SCIENCE class, how often do/did you ...

Question 15BA

Tape Pos. 82-82
Format: I1

F2S15BA REVIEW SCIENCE WORK FROM PREVIOUS DAY

Review the work from the previous day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/ VERY RARELY............	1	2054	9.7%	14.6%
1-2 TIMES A MONTH.............	2	1659	7.8%	11.8%
1-2 TIMES A WEEK..............	3	3786	17.9%	27.1%
ALMOST EVERY DAY..............	4	4656	22.0%	33.2%
EVERY DAY.....................	5	1899	9.0%	13.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
MISSING....................	8	1012	4.8%	(MISS)
LEGITIMATE SKIP............	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 15BB

Tape Pos. 83-83
Format: I1

F2S15BB LISTEN TO THE TEACHER LECTURE IN SCIENCE

Listen to the teacher lecture?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/ VERY RARELY............	1	479	2.3%	3.7%
1-2 TIMES A MONTH.............	2	453	2.1%	3.4%
1-2 TIMES A WEEK..............	3	1838	8.7%	13.3%
ALMOST EVERY DAY..............	4	5625	26.5%	39.0%
EVERY DAY.....................	5	5668	26.8%	40.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MISSING....................	8	1004	4.7%	(MISS)
LEGITIMATE SKIP............	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 15BC

Tape Pos. 84-84
Format: I1

F2S15BC COPY TEACHER'S NOTES IN SCIENCE CLASS

Copy the teacher's notes from the blackboard?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/ VERY RARELY............	1	854	4.0%	6.4%
1-2 TIMES A MONTH.............	2	689	3.3%	5.0%
1-2 TIMES A WEEK..............	3	2442	11.5%	17.6%
ALMOST EVERY DAY..............	4	4459	21.0%	31.4%
EVERY DAY.....................	5	5613	26.5%	39.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MISSING....................	8	1010	4.8%	(MISS)
LEGITIMATE SKIP............	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 15BD

Tape Pos. 85-85
Format: I1

F2S15BD USE CALCULATORS IN SCIENCE CLASS

Use calculators?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/ VERY RARELY............	1	4850	22.9%	36.9%
1-2 TIMES A MONTH.............	2	1567	7.4%	11.5%
1-2 TIMES A WEEK..............	3	2541	12.0%	17.8%
ALMOST EVERY DAY..............	4	3217	15.2%	21.5%
EVERY DAY.....................	5	1856	8.8%	12.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	1034	4.9%	(MISS)
LEGITIMATE SKIP............	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 15BE

Tape Pos. 86-86
Format: I1

F2S15BE WATCH THE TCHR DEMONSTRATE AN EXPERIMENT

Watch the teacher demonstrate an experiment or lead you in observations?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/ VERY RARELY............	1	961	4.5%	6.8%
1-2 TIMES A MONTH.............	2	3177	15.0%	22.7%
1-2 TIMES A WEEK..............	3	5181	24.5%	36.4%
ALMOST EVERY DAY..............	4	2800	13.2%	19.6%
EVERY DAY.....................	5	1921	9.1%	14.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	4	0.0%	(MISS)
MISSING....................	8	1023	4.8%	(MISS)
LEGITIMATE SKIP............	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 15BF

Tape Pos. 87-87
Format: I1

F2S15BF DO EXPERIMENT ALONE/IN GROUP IN SCIENCE

Do an experiment or observation individually or in small groups?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/ VERY RARELY............	1	1168	5.5%	8.7%
1-2 TIMES A MONTH.............	2	4369	20.6%	31.5%
1-2 TIMES A WEEK..............	3	6245	29.5%	43.2%
ALMOST EVERY DAY..............	4	1661	7.8%	12.4%
EVERY DAY.....................	5	603	2.8%	4.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	1019	4.8%	(MISS)
LEGITIMATE SKIP............	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 15BG

Tape Pos. 88-88
Format: I1

F2S15BG USE BOOKS TO SHOW HOW TO DO EXPERIMENT

Use a book or other written instructions that show you how to do an experiment?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/ VERY RARELY............	1	2012	9.5%	14.0%
1-2 TIMES A MONTH.............	2	3523	16.6%	24.6%
1-2 TIMES A WEEK..............	3	4944	23.3%	34.9%
ALMOST EVERY DAY..............	4	2217	10.5%	16.5%
EVERY DAY.....................	5	1353	6.4%	10.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	3	0.0%	(MISS)
MISSING....................	8	1015	4.8%	(MISS)
LEGITIMATE SKIP............	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   15BH                          Tape Pos. 89-89
---------------                          Format: I1

F2S15BH    WRITE REPTS ON EXPERIMENTS/OBSERVATIONS

Write up reports on experiments or observations?

                                                         PER-    WGTD
      RESPONSE                     CODES       FREQ      CENT    PCT
     ----------                  ---------    -----     -----   -----
NEVER/ VERY RARELY.............          1     2613     12.3%   18.9%
1-2 TIMES A MONTH..............          2     4903     23.1%   34.7%
1-2 TIMES A WEEK...............          3     4895     23.1%   34.3%
ALMOST EVERY DAY...............          4     1219      5.8%    9.2%
EVERY DAY......................          5      404      1.9%    2.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996     18.9%  (MISS)
   MULTIPLE RESPONSE..........           6        1      0.0%  (MISS)
   MISSING....................           8     1032      4.9%  (MISS)
   LEGITIMATE SKIP............           9     2125     10.0%  (MISS)
                                              -----     -----   -----
  TOTALS:                                     21188    100.0%  100.0%
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Question   15BI                          Tape Pos. 90-90
---------------                          Format: I1

F2S15BI    USE COMPUTER FOR COLLECTING SCIENCE DATA

Use computers for collecting and/or analyzing data?

                                                         PER-    WGTD
      RESPONSE                     CODES       FREQ      CENT    PCT
     ----------                  ---------    -----     -----   -----
NEVER/ VERY RARELY.............          1    10571     49.9%   76.1%
1-2 TIMES A MONTH..............          2     2053      9.7%   14.1%
1-2 TIMES A WEEK...............          3      912      4.3%    6.3%
ALMOST EVERY DAY...............          4      340      1.6%    2.4%
EVERY DAY......................          5      156      0.7%    1.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996     18.9%  (MISS)
   MULTIPLE RESPONSE..........           6        1      0.0%  (MISS)
   MISSING....................           8     1034      4.9%  (MISS)
   LEGITIMATE SKIP............           9     2125     10.0%  (MISS)
                                              -----     -----   -----
  TOTALS:                                     21188    100.0%  100.0%
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Question   15BJ                          Tape Pos. 91-91
---------------                          Format: I1

F2S15BJ    MAKE CHOICE OF SCIENCE TOPIC TO STUDY

Make your own choice of science topic or problem to study?

                                                         PER-    WGTD
      RESPONSE                     CODES       FREQ      CENT    PCT
     ----------                  ---------    -----     -----   -----
NEVER/ VERY RARELY.............          1    10207     48.2%   71.7%
1-2 TIMES A MONTH..............          2     2562     12.1%   18.5%
1-2 TIMES A WEEK...............          3      776      3.7%    6.0%
ALMOST EVERY DAY...............          4      300      1.4%    2.4%
EVERY DAY......................          5      185      0.9%    1.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996     18.9%  (MISS)
   MISSING....................           8     1037      4.9%  (MISS)
   LEGITIMATE SKIP............           9     2125     10.0%  (MISS)
                                              -----     -----   -----
  TOTALS:                                     21188    100.0%  100.0%
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Question   15BK                          Tape Pos. 92-92
---------------                          Format: I1

F2S15BK    CONDUCT OWN EXPERIMENTS IN SCIENCE

Design and conduct experiments or projects on your own?

                                                         PER-    WGTD
      RESPONSE                     CODES       FREQ      CENT    PCT
     ----------                  ---------    -----     -----   -----
NEVER/ VERY RARELY.............          1    10027     47.3%   70.7%
1-2 TIMES A MONTH..............          2     2758     13.0%   19.8%
1-2 TIMES A WEEK...............          3      833      3.9%    6.3%
ALMOST EVERY DAY...............          4      275      1.3%    2.1%
EVERY DAY......................          5      148      0.7%    1.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996     18.9%  (MISS)
   MISSING....................           8     1026      4.8%  (MISS)
   LEGITIMATE SKIP............           9     2125     10.0%  (MISS)
                                              -----     -----   -----
  TOTALS:                                     21188    100.0%  100.0%
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Question   15BL                          Tape Pos. 93-93
---------------                          Format: I1

F2S15BL    DISCUSS CAREERS IN SCIENTIFIC FIELDS

Discuss career opportunities in scientific & technological
fields?

                                                         PER-    WGTD
      RESPONSE                     CODES       FREQ      CENT    PCT
     ----------                  ---------    -----     -----   -----
NEVER/ VERY RARELY.............          1     7960     37.6%   56.6%
1-2 TIMES A MONTH..............          2     4141     19.5%   29.0%
1-2 TIMES A WEEK...............          3     1255      5.9%    9.2%
ALMOST EVERY DAY...............          4      489      2.3%    3.9%
EVERY DAY......................          5      197      0.9%    1.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996     18.9%  (MISS)
   MULTIPLE RESPONSE..........           6        2      0.0%  (MISS)
   MISSING....................           8     1023      4.8%  (MISS)
   LEGITIMATE SKIP............           9     2125     10.0%  (MISS)
                                              -----     -----   -----
  TOTALS:                                     21188    100.0%  100.0%
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Question   16
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In your current or most recent SCIENCE class, how much
emphasis does/did the teacher place on the following
objectives?
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Question   16A                           Tape Pos. 94-94
--------------                           Format: I1

F2S16A     EMPHASIS ON INCREASING SCIENCE INTEREST

Increasing your interest in science

                                                         PER-    WGTD
      RESPONSE                     CODES       FREQ      CENT    PCT
     ----------                  ---------    -----     -----   -----
NONE...........................          0     1468      6.9%   10.6%
MINOR EMPHASIS.................          1     3776     17.8%   28.1%
MODERATE.......................          2     6075     28.7%   42.6%
MAJOR EMPHASIS.................          3     2718     12.8%   18.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996     18.9%  (MISS)
   MULTIPLE RESPONSE..........           6        2      0.0%  (MISS)
   MISSING....................           8     1028      4.9%  (MISS)
   LEGITIMATE SKIP............           9     2125     10.0%  (MISS)
                                              -----     -----   -----
  TOTALS:                                     21188    100.0%  100.0%
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Question   16B                           Tape Pos. 95-95
--------------                           Format: I1

F2S16B     EMPHASIS ON LEARNING SCIENCE FACTS/RULES

Learning and memorizing scientific facts, rules, and
principles

                                                         PER-    WGTD
      RESPONSE                     CODES       FREQ      CENT    PCT
     ----------                  ---------    -----     -----   -----
NONE...........................          0      688      3.2%    5.1%
MINOR EMPHASIS.................          1     2965     14.0%   20.9%
MODERATE.......................          2     5944     28.1%   42.5%
MAJOR EMPHASIS.................          3     4430     20.9%   31.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996     18.9%  (MISS)
   MULTIPLE RESPONSE..........           6        3      0.0%  (MISS)
   MISSING....................           8     1037      4.9%  (MISS)
   LEGITIMATE SKIP............           9     2125     10.0%  (MISS)
                                              -----     -----   -----
  TOTALS:                                     21188    100.0%  100.0%
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Question 16C

Tape Pos. 96-96
Format: I1

F2S16C EMPHASIS ON FURTHER STUDY IN SCIENCE

Preparing you for further study in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	1356	6.4%	10.3%
MINOR EMPHASIS	1	3950	18.6%	28.5%
MODERATE	2	5503	26.0%	38.2%
MAJOR EMPHASIS	3	3197	15.1%	23.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1059	5.0%	(MISS)
LEGITIMATE SKIP	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 16D

Tape Pos. 97-97
Format: I1

F2S16D EMPHASIS ON WAYS TO SOLVE SCI. PROBLEMS

Thinking about what a problem means and the ways it might be solved

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	981	4.6%	7.1%
MINOR EMPHASIS	1	2864	13.5%	21.1%
MODERATE	2	5582	26.3%	40.3%
MAJOR EMPHASIS	3	4600	21.7%	31.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1038	4.9%	(MISS)
LEGITIMATE SKIP	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 16E

Tape Pos. 98-98
Format: I1

F2S16E EMPHASIS ON SCIENCE IMPORTANCE IN LIFE

Showing you the importance of science in daily life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	1302	6.1%	9.8%
MINOR EMPHASIS	1	3725	17.6%	27.0%
MODERATE	2	5285	24.9%	36.5%
MAJOR EMPHASIS	3	3710	17.5%	26.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1043	4.9%	(MISS)
LEGITIMATE SKIP	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 17

In your current or most recent SCIENCE class, how often do/did you do the following:

Question 17A

Tape Pos. 99-99
Format: I1

F2S17A SCIENCE CLASS-PAY ATTENTION

Pay attention in class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	123	0.6%	0.9%
RARELY	2	597	2.8%	4.1%
SOMETIMES	3	2039	9.6%	14.9%
OFTEN	4	6357	30.0%	44.9%
ALWAYS	5	4940	23.3%	35.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	1008	4.8%	(MISS)
LEGITIMATE SKIP	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 17B

Tape Pos. 100-100
Format: I1

F2S17B SCIENCE CLASS-DO WORK ON TIME

Complete your work on time?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	112	0.5%	0.7%
RARELY	2	458	2.2%	3.6%
SOMETIMES	3	1631	7.7%	11.4%
OFTEN	4	5620	26.5%	40.2%
ALWAYS	5	6237	29.4%	44.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	1009	4.8%	(MISS)
LEGITIMATE SKIP	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 17C

Tape Pos. 101-101
Format: I1

F2S17C SCIENCE CLASS-DO MORE WORK THAN NEEDED

Do more work than was required of you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	3328	15.7%	25.2%
RARELY	2	4500	21.2%	30.9%
SOMETIMES	3	3981	18.8%	28.6%
OFTEN	4	1592	7.5%	10.8%
ALWAYS	5	657	3.1%	4.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	1009	4.8%	(MISS)
LEGITIMATE SKIP	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 17D

Tape Pos. 102-102
Format: I1

F2S17D SCIENCE CLASS-ACTIVE PARTICIPATION

Participate actively in class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	364	1.7%	2.4%
RARELY	2	1301	6.1%	9.4%
SOMETIMES	3	3517	16.6%	24.0%
OFTEN	4	4775	22.5%	34.6%
ALWAYS	5	4090	19.3%	29.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1019	4.8%	(MISS)
LEGITIMATE SKIP	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 18A

Tape Pos. 103-103
Format: I1

F2S18A R TAKING SCIENCE CLASS THIS TERM

Are you taking a science class this term?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, BECAUSE IT'S REQUIRED	1	2185	10.3%	15.5%
YES, BUT IT'S NOT REQUIRED	2	5683	26.8%	35.2%
NO	3	6806	32.1%	49.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	391	1.8%	(MISS)
LEGITIMATE SKIP	9	2125	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 18B

How important was each of the following people in your decision to take the science course you are taking this term? If one of these people did not advise you about taking this science course, mark the oval in the "Does not apply" column for that person.

Question 18BA

Tape Pos. 104-104
Format: I1

F2S18BA IMPRTNCE OF TEACHER IN SCIENCE DECISION

Your teacher(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	1487	7.0%	19.4%
	1	669	3.2%	8.2%
SOMEWHAT IMPORTANT............	2	1590	7.5%	20.9%
	3	558	2.6%	7.3%
VERY IMPORTANT................	4	901	4.3%	12.2%
DOES NOT APPLY................	5	2386	11.3%	31.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	668	3.2%	(MISS)
LEGITIMATE SKIP............	9	8931	42.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 18BB

Tape Pos. 105-105
Format: I1

F2S18BB IMPRTNCE OF CNSLR IN SCIENCE DECISION

Your guidance counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	1534	7.2%	19.2%
	1	797	3.8%	10.4%
SOMEWHAT IMPORTANT............	2	1422	6.7%	18.7%
	3	629	3.0%	8.0%
VERY IMPORTANT................	4	1343	6.3%	19.5%
DOES NOT APPLY................	5	1871	8.8%	24.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	3	0.0%	(MISS)
MISSING....................	8	662	3.1%	(MISS)
LEGITIMATE SKIP............	9	8931	42.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 18BC

Tape Pos. 106-106
Format: I1

F2S18BC IMPRTNCE OF PARENTS IN SCIENCE DECISION

Your parent(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	1264	6.0%	16.0%
	1	743	3.5%	8.9%
SOMEWHAT IMPORTANT............	2	1460	6.9%	19.3%
	3	812	3.8%	10.2%
VERY IMPORTANT................	4	1411	6.7%	19.7%
DOES NOT APPLY................	5	1888	8.9%	25.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	5	0.0%	(MISS)
MISSING....................	8	678	3.2%	(MISS)
LEGITIMATE SKIP............	9	8931	42.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 18BD

Tape Pos. 107-107
Format: I1

F2S18BD IMPRTNCE OF FRIENDS IN SCIENCE DECISION

Your friend(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	2014	9.5%	26.7%
	1	982	4.6%	12.1%
SOMEWHAT IMPORTANT............	2	1235	5.8%	16.4%
	3	557	2.6%	6.8%
VERY IMPORTANT................	4	464	2.2%	6.4%
DOES NOT APPLY................	5	2323	11.0%	31.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	6	0.0%	(MISS)
MISSING....................	8	680	3.2%	(MISS)
LEGITIMATE SKIP............	9	8931	42.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 18BE

Tape Pos. 108-108
Format: I1

F2S18BE IMPRTNCE OF SIBLING IN SCIENCE DECISION

Your brother(s) or sister(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	2414	11.4%	31.0%
	1	451	2.1%	5.9%
SOMEWHAT IMPORTANT............	2	522	2.5%	7.1%
	3	228	1.1%	2.8%
VERY IMPORTANT................	4	389	1.8%	5.4%
DOES NOT APPLY................	5	3580	16.9%	47.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	675	3.2%	(MISS)
LEGITIMATE SKIP............	9	8931	42.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 18C

Please rate these reasons in terms of how important they were to you in deciding to take the science course you are taking this term, from "not at all important" (0) to "very important" (5). If a reason does not apply to you, mark only the oval in the "Does not apply" column for that reason.

18C. Listed below are some of the reasons other people have given for taking a science class.

Question 18CA

Tape Pos. 109-109
Format: I1

F2S18CA R INTERESTED IN SCIENCE

I am interested in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	753	3.6%	11.1%
	1	780	3.7%	10.1%
SOMEWHAT IMPORTANT............	2	2015	9.5%	27.7%
	3	1221	5.8%	15.5%
VERY IMPORTANT................	4	2531	11.9%	31.6%
DOES NOT APPLY................	5	297	1.4%	4.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
MISSING....................	8	663	3.1%	(MISS)
LEGITIMATE SKIP............	9	8931	42.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   18CB                         Tape Pos. 110-110
---------------                         Format: I1

F2S18CB    R DOES WELL IN SCIENCE

I do well in science

                                                 PER-   WGTD
     RESPONSE                  CODES     FREQ    CENT   PCT
    ----------                --------   -----  -----  -----
NOT AT ALL IMPORTANT..........     0      612    2.9%   9.4%
                                   1      776    3.7%   9.8%
SOMEWHAT IMPORTANT............     2     2097    9.9%  28.0%
                                   3     1837    8.7%  22.9%
VERY IMPORTANT................     4     1943    9.2%  25.5%
DOES NOT APPLY................     5      323    1.5%   4.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..           3996   18.9% (MISS)
   MULTIPLE RESPONSE..........     6        1    0.0% (MISS)
   MISSING....................     8      672    3.2% (MISS)
   LEGITIMATE SKIP............     9     8931   42.2% (MISS)
                                         -----  -----  -----
 TOTALS:                                21188  100.0% 100.0%
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Question   18CC                         Tape Pos. 111-111
---------------                         Format: I1

F2S18CC    R NEEDS SCIENCE FOR COLLEGE/TRADE

I need it for college or trade

                                                 PER-   WGTD
     RESPONSE                  CODES     FREQ    CENT   PCT
    ----------                --------   -----  -----  -----
NOT AT ALL IMPORTANT..........     0      724    3.4%   9.6%
                                   1      519    2.4%   6.9%
SOMEWHAT IMPORTANT............     2     1071    5.1%  14.4%
                                   3     1129    5.3%  13.6%
VERY IMPORTANT................     4     3582   16.9%  47.8%
DOES NOT APPLY................     5      562    2.7%   7.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..           3996   18.9% (MISS)
   MULTIPLE RESPONSE..........     6        5    0.0% (MISS)
   MISSING....................     8      669    3.2% (MISS)
   LEGITIMATE SKIP............     9     8931   42.2% (MISS)
                                         -----  -----  -----
 TOTALS:                                21188  100.0% 100.0%
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Question   18CD                         Tape Pos. 112-112
---------------                         Format: I1

F2S18CD    R NEEDS SCIENCE FOR JOB AFTER HS

I need it for a job after high school

                                                 PER-   WGTD
     RESPONSE                  CODES     FREQ    CENT   PCT
    ----------                --------   -----  -----  -----
NOT AT ALL IMPORTANT..........     0     2095    9.9%  27.7%
                                   1      918    4.3%  11.5%
SOMEWHAT IMPORTANT............     2      997    4.7%  12.9%
                                   3      578    2.7%   7.5%
VERY IMPORTANT................     4      985    4.6%  14.1%
DOES NOT APPLY................     5     2014    9.5%  26.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..           3996   18.9% (MISS)
   MULTIPLE RESPONSE..........     6        1    0.0% (MISS)
   MISSING....................     8      673    3.2% (MISS)
   LEGITIMATE SKIP............     9     8931   42.2% (MISS)
                                         -----  -----  -----
 TOTALS:                                21188  100.0% 100.0%
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Question   18CE                         Tape Pos. 113-113
---------------                         Format: I1

F2S18CE    R NEEDS SCIENCE FOR COLLEGE CREDIT

I am taking it to earn advanced placement credits for
college

                                                 PER-   WGTD
     RESPONSE                  CODES     FREQ    CENT   PCT
    ----------                --------   -----  -----  -----
NOT AT ALL IMPORTANT..........     0     1733    8.2%  23.5%
                                   1      589    2.8%   7.8%
SOMEWHAT IMPORTANT............     2      722    3.4%   9.3%
                                   3      549    2.6%   6.6%
VERY IMPORTANT................     4     1190    5.6%  14.9%
DOES NOT APPLY................     5     2802   13.2%  37.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..           3996   18.9% (MISS)
   MULTIPLE RESPONSE..........     6        1    0.0% (MISS)
   MISSING....................     8      675    3.2% (MISS)
   LEGITIMATE SKIP............     9     8931   42.2% (MISS)
                                         -----  -----  -----
 TOTALS:                                21188  100.0% 100.0%
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Question   18D
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Do any of the following sentences describe why you are not
taking a science class this term?
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Question   18DA                         Tape Pos. 114-114
---------------                         Format: I1

F2S18DA    SCIENCE NOT REQUIRED FOR GRADUATION

It was not required for high school graduation

                                                 PER-   WGTD
     RESPONSE                  CODES     FREQ    CENT   PCT
    ----------                --------   -----  -----  -----
YES...........................     1     5165   24.4%  65.4%
NO............................     2     2877   13.6%  34.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..           3996   18.9% (MISS)
   MULTIPLE RESPONSE..........     6        4    0.0% (MISS)
   MISSING....................     8     1278    6.0% (MISS)
   LEGITIMATE SKIP............     9     7868   37.1% (MISS)
                                         -----  -----  -----
 TOTALS:                                21188  100.0% 100.0%
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Question   18DB                         Tape Pos. 115-115
---------------                         Format: I1

F2S18DB    SCIENCE NOT REQUIRED FOR COLL. ADMIT

It was not required for college or vocation/trade school
admission

                                                 PER-   WGTD
     RESPONSE                  CODES     FREQ    CENT   PCT
    ----------                --------   -----  -----  -----
YES...........................     1     2907   13.7%  38.0%
NO............................     2     4945   23.3%  62.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..           3996   18.9% (MISS)
   MULTIPLE RESPONSE..........     6        3    0.0% (MISS)
   MISSING....................     8     1469    6.9% (MISS)
   LEGITIMATE SKIP............     9     7868   37.1% (MISS)
                                         -----  -----  -----
 TOTALS:                                21188  100.0% 100.0%
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Question   18DC                         Tape Pos. 116-116
---------------                         Format: I1

F2S18DC    R NOT INTERESTED IN SCIENCE

I am not interested in science

                                                 PER-   WGTD
     RESPONSE                  CODES     FREQ    CENT   PCT
    ----------                --------   -----  -----  -----
YES...........................     1     3850   18.2%  46.6%
NO............................     2     4081   19.3%  53.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..           3996   18.9% (MISS)
   MULTIPLE RESPONSE..........     6        1    0.0% (MISS)
   MISSING....................     8     1392    6.6% (MISS)
   LEGITIMATE SKIP............     9     7868   37.1% (MISS)
                                         -----  -----  -----
 TOTALS:                                21188  100.0% 100.0%
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Question   18DD                         Tape Pos. 117-117
---------------                         Format: I1

F2S18DD    R DOESN'T DO WELL IN SCIENCE

I don't do well in science

                                                 PER-   WGTD
     RESPONSE                  CODES     FREQ    CENT   PCT
    ----------                --------   -----  -----  -----
YES...........................     1     2727   12.9%  33.4%
NO............................     2     5093   24.0%  66.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..           3996   18.9% (MISS)
   MULTIPLE RESPONSE..........     6        1    0.0% (MISS)
   MISSING....................     8     1503    7.1% (MISS)
   LEGITIMATE SKIP............     9     7868   37.1% (MISS)
                                         -----  -----  -----
 TOTALS:                                21188  100.0% 100.0%
```

Question 18DE

Tape Pos. 118-118
Format: I1

F2S18DE TEACHER RECOMMENDED R NOT TAKE SCIENCE

A teacher recommended that I not take a science class this term

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	380	1.8%	5.0%
NO	2	7445	35.1%	95.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1498	7.1%	(MISS)
LEGITIMATE SKIP	9	7868	37.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 18DF

Tape Pos. 119-119
Format: I1

F2S18DF COUNSELOR RECOMMENDED R NOT TAKE SCIENCE

A counselor recommended that I not take a science class this term

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	620	2.9%	7.9%
NO	2	7220	34.1%	92.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	1481	7.0%	(MISS)
LEGITIMATE SKIP	9	7868	37.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 18DG

Tape Pos. 120-120
Format: I1

F2S18DG R DOES NOT KNOW WHY NOT TAKING SCIENCE

I don't know

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1553	7.3%	21.0%
NO	2	6075	28.7%	79.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1691	8.0%	(MISS)
LEGITIMATE SKIP	9	7868	37.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 19A

Tape Pos. 121-121
Format: I1

F2S19A MATH CLASS ENROLLMENT PAST 2 YEARS

Are you taking or have you taken a MATHEMATICS class in the last two years?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	15417	72.8%	90.4%
NO	2	1519	7.2%	9.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	255	1.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 19B

In your current or most recent MATHEMATICS class, how often do/did you...

Question 19BA

Tape Pos. 122-122
Format: I1

F2S19BA REVIEW MATH WORK FROM PREVIOUS DAY

Review the work from the previous day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY	1	1243	5.9%	8.0%
1-2 TIMES A MONTH	2	805	3.8%	5.4%
1-2 TIMES A WEEK	3	2284	10.8%	16.5%
ALMOST EVERY DAY	4	4811	22.7%	32.4%
EVERY DAY	5	5526	26.1%	37.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	1001	4.7%	(MISS)
LEGITIMATE SKIP	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 19BB

Tape Pos. 123-123
Format: I1

F2S19BB LISTEN TO TEACHER LECTURE IN MATH

Listen to the teacher lecture?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY	1	663	3.1%	4.7%
1-2 TIMES A MONTH	2	445	2.1%	3.1%
1-2 TIMES A WEEK	3	1342	6.3%	9.4%
ALMOST EVERY DAY	4	4597	21.7%	31.4%
EVERY DAY	5	7610	35.9%	51.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1014	4.8%	(MISS)
LEGITIMATE SKIP	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 19BC

Tape Pos. 124-124
Format: I1

F2S19BC COPY TEACHER'S NOTES IN MATH CLASS

Copy the teacher's notes from the blackboard?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY	1	1384	6.5%	9.3%
1-2 TIMES A MONTH	2	655	3.1%	4.8%
1-2 TIMES A WEEK	3	1753	8.3%	12.4%
ALMOST EVERY DAY	4	3691	17.4%	24.9%
EVERY DAY	5	7176	33.9%	48.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	1014	4.8%	(MISS)
LEGITIMATE SKIP	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 19BD

Tape Pos. 125-125
Format: I1

F2S19BD USE BOOKS OTHER THAN TEXT IN MATH

Use books other than text books?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY	1	8369	39.5%	56.4%
1-2 TIMES A MONTH	2	1398	6.6%	9.4%
1-2 TIMES A WEEK	3	1097	5.2%	8.0%
ALMOST EVERY DAY	4	1231	5.8%	8.8%
EVERY DAY	5	2516	11.9%	17.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	1056	5.0%	(MISS)
LEGITIMATE SKIP	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 198E

Tape Pos. 126-126
Format: I1

F2S198E DO WORD PROBLEMS IN MATH

Do word problems or problem solving activities?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY.............	1	1148	5.4%	8.2%
1-2 TIMES A MONTH.............	2	2453	11.6%	16.6%
1-2 TIMES A WEEK..............	3	3807	18.0%	26.0%
ALMOST EVERY DAY..............	4	3644	17.2%	24.8%
EVERY DAY.....................	5	3595	17.0%	24.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	1024	4.8%	(MISS)
LEGITIMATE SKIP............	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 198F

Tape Pos. 127-127
Format: I1

F2S198F USE CALCULATORS IN MATH CLASS

Use calculators?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY.............	1	2021	9.5%	13.8%
1-2 TIMES A MONTH.............	2	1106	5.2%	7.4%
1-2 TIMES A WEEK..............	3	2121	10.0%	14.9%
ALMOST EVERY DAY..............	4	3977	18.8%	27.0%
EVERY DAY.....................	5	5423	25.6%	36.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	6	0.0%	(MISS)
MISSING....................	8	1019	4.8%	(MISS)
LEGITIMATE SKIP............	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 198G

Tape Pos. 128-128
Format: I1

F2S198G USE COMPUTERS IN MATH CLASS

Use computers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY.............	1	11255	53.1%	77.7%
1-2 TIMES A MONTH.............	2	1845	8.7%	12.1%
1-2 TIMES A WEEK..............	3	820	3.9%	5.4%
ALMOST EVERY DAY..............	4	406	1.9%	3.0%
EVERY DAY.....................	5	288	1.4%	1.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	5	0.0%	(MISS)
MISSING....................	8	1054	5.0%	(MISS)
LEGITIMATE SKIP............	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 198H

Tape Pos. 129-129
Format: I1

F2S198H EXPLAIN WORK ORALLY IN MATH

Explain your work to the class orally?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY.............	1	5766	27.2%	40.4%
1-2 TIMES A MONTH.............	2	2614	12.3%	17.2%
1-2 TIMES A WEEK..............	3	2666	12.6%	18.1%
ALMOST EVERY DAY..............	4	2012	9.5%	13.5%
EVERY DAY.....................	5	1570	7.4%	10.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	[illegible]8.9%	(MISS)
MULTIPLE RESPONSE..........	6	10	0.0%	(MISS)
MISSING....................	8	1035	4.9%	(MISS)
LEGITIMATE SKIP............	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 198I

Tape Pos. 130-130
Format: I1

F2S198I PARTICIPATE IN STUDENT DISCUSSIONS

Participate in student-led discussions?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY.............	1	7365	34.8%	50.9%
1-2 TIMES A MONTH.............	2	2356	11.1%	15.8%
1-2 TIMES A WEEK..............	3	2212	10.4%	15.3%
ALMOST EVERY DAY..............	4	1649	7.8%	11.0%
EVERY DAY.....................	5	1022	4.8%	6.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	6	0.0%	(MISS)
MISSING....................	8	1063	5.0%	(MISS)
LEGITIMATE SKIP............	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 198J

Tape Pos. 131-131
Format: I1

F2S198J USE HANDS-ON MATERIALS IN MATH

Use hands-on materials or models?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY.............	1	9372	44.2%	64.1%
1-2 TIMES A MONTH.............	2	2593	12.2%	17.9%
1-2 TIMES A WEEK..............	3	1306	6.2%	9.3%
ALMOST EVERY DAY..............	4	747	3.5%	5.6%
EVERY DAY.....................	5	498	2.4%	3.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	4	0.0%	(MISS)
MISSING....................	8	1153	5.4%	(MISS)
LEGITIMATE SKIP............	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 198K

Tape Pos. 132-132
Format: I1

F2S198K DISCUSS CAREER OPPORTUNITY IN MATH

Discuss career opportunities in scientific and technological fields?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY.............	1	8836	41.7%	60.3%
1-2 TIMES A MONTH.............	2	3263	15.4%	22.2%
1-2 TIMES A WEEK..............	3	1482	7.0%	10.2%
ALMOST EVERY DAY..............	4	709	3.3%	5.0%
EVERY DAY.....................	5	350	1.7%	2.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	3	0.0%	(MISS)
MISSING....................	8	1030	4.9%	(MISS)
LEGITIMATE SKIP............	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 198L

Tape Pos. 133-133
Format: I1

F2S198L WRITE ABOUT MATHEMATICS

Write about mathematics?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/VERY RARELY.............	1	11865	56.0%	80.4%
1-2 TIMES A MONTH.............	2	1379	6.5%	9.9%
1-2 TIMES A WEEK..............	3	593	2.8%	4.0%
ALMOST EVERY DAY..............	4	386	1.8%	2.7%
EVERY DAY.....................	5	422	2.0%	2.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	3	0.0%	(MISS)
MISSING....................	8	1025	4.8%	(MISS)
LEGITIMATE SKIP............	9	1519	7.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   20
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In your current or most recent MATHEMATICS class, how much
emphasis does did your teacher place on each of the
following objectives?
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Question   20A                                 Tape Pos. 134-134
--------------                                 Format: I1

F2S20A     EMPHASIS ON INCREASING MATH INTEREST

Increasing your interest in mathematics

                                                        PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT   PCT
    ----------                   ---------    -----    -----  -----
NONE..........................           0     1830     8.6%  12.3%
MINOR EMPHASIS................           1     4092    19.3%  27.7%
MODERATE EMPHASIS.............           2     5565    26.3%  37.6%
MAJOR EMPHASIS................           3     3179    15.0%  22.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MISSING....................           8     1007     4.8% (MISS)
   LEGITIMATE SKIP............           9     1519     7.2% (MISS)
                                              -----    -----  -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   20B                                 Tape Pos. 135-135
--------------                                 Format: I1

F2S20B     EMPHASIS ON LEARNING MATH RULES/STEPS

Learning and memorizing facts, rules, and steps

                                                        PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT   PCT
    ----------                   ---------    -----    -----  -----
NONE..........................           0      466     2.2%   3.1%
MINOR EMPHASIS................           1     1871     8.8%  13.1%
MODERATE EMPHASIS.............           2     5181    24.5%  34.6%
MAJOR EMPHASIS................           3     7142    33.7%  49.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6        1     0.0% (MISS)
   MISSING....................           8     1012     4.8% (MISS)
   LEGITIMATE SKIP............           9     1519     7.2% (MISS)
                                              -----    -----  -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   20C                                 Tape Pos. 136-136
--------------                                 Format: I1

F2S20C     EMPHASIS ON FURTHER STUDY IN MATH

Preparing you for further study in math

                                                        PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT   PCT
    ----------                   ---------    -----    -----  -----
NONE..........................           0     1099     5.2%   7.4%
MINOR EMPHASIS................           1     2591    12.2%  18.4%
MODERATE EMPHASIS.............           2     5269    24.9%  35.8%
MAJOR EMPHASIS................           3     5685    26.8%  38.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6        2     0.0% (MISS)
   MISSING....................           8     1027     4.8% (MISS)
   LEGITIMATE SKIP............           9     1519     7.2% (MISS)
                                              -----    -----  -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   20D                                 Tape Pos. 137-137
--------------                                 Format: I1

F2S20D     EMPHASIS ON PROBLEM MEANING/SOLUTIONS

Thinking about what a problem means and ways it might be
solved

                                                        PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT   PCT
    ----------                   ---------    -----    -----  -----
NONE..........................           0      644     3.0%   4.8%
MINOR EMPHASIS................           1     1985     9.4%  13.7%
MODERATE EMPH.................           2     5403    25.5%  36.2%
MAJOR EMPHASIS................           3     6624    31.3%  45.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6        2     0.0% (MISS)
   MISSING....................           8     1015     4.8% (MISS)
   LEGITIMATE SKIP............           9     1519     7.2% (MISS)
                                              -----    -----  -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   20E                                 Tape Pos. 138-138
--------------                                 Format: I1

F2S20E     EMPHASIS ON MATH IN DAILY LIFE

Showing you the importance of mathematics in daily life

                                                        PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT   PCT
    ----------                   ---------    -----    -----  -----
NONE..........................           0     2010     9.5%  13.4%
MINOR EMPHASIS................           1     4079    19.3%  26.7%
MODERATE EMPHASIS.............           2     4830    22.8%  33.0%
MAJOR EMPHASIS................           3     3735    17.6%  26.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6        1     0.0% (MISS)
   MISSING....................           8     1018     4.8% (MISS)
   LEGITIMATE SKIP............           9     1519     7.2% (MISS)
                                              -----    -----  -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   21
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In your current or most recent MATHEMATICS class, how often
do/did you do the following?
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Question   21A                                 Tape Pos. 139-139
--------------                                 Format: I1

F2S21A     HOW OFTEN R PAYS ATTENTION IN MATH

Pay attention in class?

                                                        PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT   PCT
    ----------                   ---------    -----    -----  -----
NEVER.........................           1      222     1.0%   1.7%
RARELY........................           2      549     2.6%   3.8%
SOMETIMES.....................           3     1778     8.4%  12.6%
OFTEN.........................           4     5381    25.4%  36.6%
ALWAYS........................           5     6726    31.7%  45.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6        2     0.0% (MISS)
   MISSING....................           8     1015     4.8% (MISS)
   LEGITIMATE SKIP............           9     1519     7.2% (MISS)
                                              -----    -----  -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   21B                                 Tape Pos. 140-140
--------------                                 Format: I1

F2S21B     HOW OFTEN R COMPLETES MATH WORK ON TIME

Complete your work on time?

                                                        PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT   PCT
    ----------                   ---------    -----    -----  -----
NEVER.........................           1      182     0.9%   1.2%
RARELY........................           2      704     3.3%   4.8%
SOMETIMES.....................           3     1946     9.2%  13.5%
OFTEN.........................           4     5618    26.5%  38.2%
ALWAYS........................           5     6194    29.2%  42.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6        7     0.0% (MISS)
   MISSING....................           8     1022     4.8% (MISS)
   LEGITIMATE SKIP............           9     1519     7.2% (MISS)
                                              -----    -----  -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   21C                                  Tape Pos. 141-141
--------------                                  Format: I1

F2S21C     HOW OFTEN R DOES MORE MATH WRK THAN REQD

Do more work than was required of you?

                                                         PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                  ---------     -----    -----   -----
NEVER..........................         1      4858    22.9%   33.6%
RARELY.........................         2      4031    19.0%   27.3%
SOMETIMES......................         3      3323    15.7%   22.8%
OFTEN..........................         4      1593     7.5%   10.8%
ALWAYS.........................         5       837     4.0%    5.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         4     0.0% (MISS)
   MISSING....................          8      1027     4.8% (MISS)
   LEGITIMATE SKIP............          9      1519     7.2% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
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Question   21D                                  Tape Pos. 142-142
--------------                                  Format: I1

F2S21D     HOW OFTEN R PARTICIPATES IN MATH CLASS

Participate actively in class?

                                                         PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                  ---------     -----    -----   -----
NEVER..........................         1       896     4.2%    6.2%
RARELY.........................         2      1790     8.4%   12.3%
SOMETIMES......................         3      3727    17.6%   24.8%
OFTEN..........................         4      4282    20.2%   28.8%
ALWAYS.........................         5      3943    18.6%   27.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         1     0.0% (MISS)
   MISSING....................          8      1034     4.9% (MISS)
   LEGITIMATE SKIP............          9      1519     7.2% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
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Question   22A                                  Tape Pos. 143-143
--------------                                  Format: I1

F2S22A     CURRENT TERM MATH ENROLLMENT

Are you taking a mathematics class this term?

                                                         PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                  ---------     -----    -----   -----
YES, BECAUSE IT'S REQUIRED....          1      3400    16.0%   24.1%
YES, BUT IT'S NOT REQUIRED....          2      6478    30.6%   39.5%
NO............................          3      5454    25.7%   36.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         2     0.0% (MISS)
   MISSING....................          8       339     1.6% (MISS)
   LEGITIMATE SKIP............          9      1519     7.2% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
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Question   22B
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How important was each of the following people in your
decison to take the math course you are taking this term?
If one of these people did not advise you about taking this
math course mark the oval in the "Does not apply" column
for that person.
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Question   22BA                                 Tape Pos. 144-144
---------------                                 Format: I1

F2S22BA    IMPRTNCE OF TEACHER IN MATH DECISION

Your teacher(s)

                                                         PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                  ---------     -----    -----   -----
NOT AT ALL IMPORTANT..........          0      1699     8.0%   17.8%
                                        1       713     3.4%    7.2%
SOMEWHAT IMPORTANT............          2      2051     9.7%   22.4%
                                        3       896     4.2%    8.7%
VERY IMPORTANT................          4      1765     8.3%   18.9%
DOES NOT APPLY................          5      2306    10.9%   25.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         3     0.0% (MISS)
   MISSING....................          8       786     3.7% (MISS)
   LEGITIMATE SKIP............          9      6973    32.9% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
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Question   22BB                                 Tape Pos. 145-145
---------------                                 Format: I1

F2S22BB    IMPRTNCE OF CNSLR IN MATH DECISION

Your guidance counselor

                                                         PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                  ---------     -----    -----   -----
NOT AT ALL IMPORTANT..........          0      1798     8.5%   18.6%
                                        1       819     3.9%    8.1%
SOMEWHAT IMPORTANT............          2      1662     7.8%   18.0%
                                        3       865     4.1%    8.8%
VERY IMPORTANT................          4      2165    10.2%   24.1%
DOES NOT APPLY................          5      2120    10.0%   22.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         8     0.0% (MISS)
   MISSING....................          8       782     3.7% (MISS)
   LEGITIMATE SKIP............          9      6973    32.9% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
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Question   22BC                                 Tape Pos. 146-146
---------------                                 Format: I1

F2S22BC    IMPRTNCE OF PARENTS IN MATH DECISION

Your Parent(s)

                                                         PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                  ---------     -----    -----   -----
NOT AT ALL IMPORTANT..........          0      1407     6.6%   14.7%
                                        1       760     3.6%    7.3%
SOMEWHAT IMPORTANT............          2      1686     8.0%   17.6%
                                        3      1115     5.3%   11.5%
VERY IMPORTANT................          4      2353    11.1%   25.5%
DOES NOT APPLY................          5      2096     9.9%   23.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         8     0.0% (MISS)
   MISSING....................          8       794     3.7% (MISS)
   LEGITIMATE SKIP............          9      6973    32.9% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
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Question   22BD                                 Tape Pos. 147-147
---------------                                 Format: I1

F2S22BD    IMPRTNCE OF FRIENDS IN MATH DECISION

Your friend(s)

                                                         PER-    WGTD
    RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                  ---------     -----    -----   -----
NOT AT ALL IMPORTANT..........          0      2656    12.5%   27.9%
                                        1       995     4.7%    9.9%
SOMEWHAT IMPORTANT............          2      1304     6.2%   13.5%
                                        3       696     3.3%    7.0%
VERY IMPORTANT................          4       607     2.9%    6.8%
DOES NOT APPLY................          5      3163    14.9%   34.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         5     0.0% (MISS)
   MISSING....................          8       793     3.7% (MISS)
   LEGITIMATE SKIP............          9      6973    32.9% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0%  100.0%
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Question 22BE

Tape Pos. 148-148
Format: I1

F2S22BE IMPRTNCE OF SIBLING IN MATH DECISION

Your brother(s) or sister(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	2912	13.7%	30.5%
	1	511	2.4%	5.5%
SOMEWHAT IMPORTANT............	2	586	2.8%	6.1%
	3	316	1.5%	3.2%
VERY IMPORTANT................	4	648	3.1%	7.3%
DOES NOT APPLY................	5	4452	21.0%	47.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	792	3.7%	(MISS)
LEGITIMATE SKIP............	9	6973	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22C

Please rate these reasons in terms of how important they were to you in deciding to take the mathematics course you are taking this term from "not at all important" (0) to "very important" (5). If a reason does not apply to you, mark only the oval in the "Does not apply" column for that reason.

Listed below are some of the reasons other people have given for taking a mathematics course.

Question 22CA

Tape Pos. 149-149
Format: I1

F2S22CA R IS INTERESTED IN MATH

I am interested in mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	1186	5.6%	14.1%
	1	988	4.7%	10.2%
SOMEWHAT IMPORTANT............	2	2500	11.8%	25.6%
	3	1612	7.6%	15.4%
VERY IMPORTANT................	4	2731	12.9%	29.9%
DOES NOT APPLY................	5	435	2.1%	4.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	765	3.6%	(MISS)
LEGITIMATE SKIP............	9	6973	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22CB

Tape Pos. 150-150
Format: I1

F2S22CB R DOES WELL IN MATH

I do well in mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	988	4.7%	12.0%
	1	955	4.5%	9.9%
SOMEWHAT IMPORTANT............	2	2321	11.0%	24.4%
	3	1982	9.4%	19.2%
VERY IMPORTANT................	4	2770	13.1%	29.6%
DOES NOT APPLY................	5	435	2.1%	4.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	766	3.6%	(MISS)
LEGITIMATE SKIP............	9	6973	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22CC

Tape Pos. 151-151
Format: I1

F2S22CC R NEEDS MATH FOR COLLEGE

I need it for college or trade school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	642	3.0%	7.2%
	1	464	2.2%	4.9%
SOMEWHAT IMPORTANT............	2	1234	5.8%	12.7%
	3	1441	6.8%	14.6%
VERY IMPORTANT................	4	5048	23.8%	53.8%
DOES NOT APPLY................	5	615	2.9%	6.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	4	0.0%	(MISS)
MISSING....................	8	771	3.6%	(MISS)
LEGITIMATE SKIP............	9	6973	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22CD

Tape Pos. 152-152
Format: I1

F2S22CD R NEEDS MATH FOR A JOB

I need it for a job after high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	1665	7.9%	17.9%
	1	965	4.6%	9.5%
SOMEWHAT IMPORTANT............	2	1422	6.7%	15.4%
	3	1120	5.3%	12.2%
VERY IMPORTANT................	4	2229	10.5%	25.3%
DOES NOT APPLY................	5	2039	9.6%	19.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	5	0.0%	(MISS)
MISSING....................	8	774	3.7%	(MISS)
LEGITIMATE SKIP............	9	6973	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22CE

Tape Pos. 153-153
Format: I1

F2S22CE R TAKING MATH FOR COLLEGE CREDIT

I am taking it to earn advanced placement credits for college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	0	2031	9.6%	22.8%
	1	678	3.2%	7.0%
SOMEWHAT IMPORTANT............	2	889	4.2%	9.6%
	3	689	3.3%	6.9%
VERY IMPORTANT................	4	1777	8.4%	17.6%
DOES NOT APPLY................	5	3380	16.0%	36.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	3	0.0%	(MISS)
MISSING....................	8	772	3.6%	(MISS)
LEGITIMATE SKIP............	9	6973	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22D

Do any of the following sentences describe why you are not taking a mathematics class this term?

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Question 22DA

Tape Pos. 154-154
Format: I1

F2S22DA MATH NOT REQUIRED FOR GRADUATION

It was not required for high school graduation

RESPONSE	CODES	FREQ	PER-CENT	WGTD. PCT
YES	1	4061	19.2%	62.2%
NO	2	2429	11.5%	37.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	820	3.9%	(MISS)
LEGITIMATE SKIP	9	9878	46.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22DB

Tape Pos. 155-155
Format: I1

F2S22DB MATH NOT REQUIRED FOR COLLEGE ADMIT

It was not required for college or vocational/trade school admission

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2280	10.8%	35.0%
NO	2	4206	19.9%	65.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	827	3.9%	(MISS)
LEGITIMATE SKIP	9	9878	46.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22DC

Tape Pos. 156-156
Format: I1

F2S22DC R NOT INTERESTED IN MATH

I am not interested in mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2633	12.4%	39.4%
NO	2	3849	18.2%	60.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	831	3.9%	(MISS)
LEGITIMATE SKIP	9	9878	46.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22DD

Tape Pos. 157-157
Format: I1

F2S22DD R DOESN'T DO WELL IN MATH

I don't do well in mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2403	11.3%	35.9%
NO	2	4077	19.2%	64.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	830	3.9%	(MISS)
LEGITIMATE SKIP	9	9878	46.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22DE

Tape Pos. 158-158
Format: I1

F2S22DE TEACHER RECOMMENDED R NOT TAKE MATH

A teacher recommended that I not take a mathematics class this term

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	453	2.1%	6.5%
NO	2	6027	28.4%	93.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	832	3.9%	(MISS)
LEGITIMATE SKIP	9	9878	46.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22DF

Tape Pos. 159-159
Format: I1

F2S22DF CNSLR RECOMMENDED THAT R NOT TAKE MATH

A counselor recommended that I not take a mathematics class this term

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	545	2.6%	8.5%
NO	2	5938	28.0%	91.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	830	3.9%	(MISS)
LEGITIMATE SKIP	9	9878	46.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 22DG

Tape Pos. 160-160
Format: I1

F2S22DG R DOESN'T KNOW

I don't know

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1194	5.6%	18.9%
NO	2	5281	24.9%	81.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	832	3.9%	(MISS)
LEGITIMATE SKIP	9	9878	46.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 23A

Tape Pos. 161-161
Format: I1

F2S23A ENROLLMENT IN VOC/TECH CLASS PAST 2 YRS

Have you taken a VOCATIONAL/TECHNICAL class in the last two years? Some examples of vocational/technical classes are: Home Economics, Business and Office Skills, and Auto Mechanics.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7277	34.3%	45.4%
NO	2	9512	44.9%	54.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	401	1.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 23B

In your current or most recent VOCATIONAL/TECHNICAL class, how much emphasis did your teacher place on the following objectives?

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Question   23BA                              Tape Pos. 162-162
---------------                              Format: I1

F2S23BA    EMPHASIS ON INCREASING R'S INTEREST

Increasing your interest in that subject area

                                                              PER-    WGTD
      RESPONSE                       CODES        FREQ        CENT    PCT
    ----------                     --------      -----       -----   -----
NONE..............................       0         306        1.4%    4.5%
MINOR EMPHASIS....................       1        1068        5.0%   15.7%
MODERATE EMPHASIS.................       2        2649       12.5%   39.1%
MAJOR EMPHASIS....................       3        2864       13.5%   40.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996       18.9%  (MISS)
   MULTIPLE RESPONSE..........           6           1        0.0%  (MISS)
   MISSING....................           8         802        3.8%  (MISS)
   LEGITIMATE SKIP............           9        9512       44.9%  (MISS)
                                                 -----       -----   -----
 TOTALS:                                         21188      100.0%  100.0%
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Question   23BB                              Tape Pos. 163-163
---------------                              Format: I1

F2S23BB    EMPHASIS ON TEACHING SKILLS TO USE NOW

Teaching you skills you can use immediately

                                                              PER-    WGTD
      RESPONSE                       CODES        FREQ        CENT    PCT
    ----------                     --------      -----       -----   -----
NONE..............................       0         141        0.7%    2.3%
MINOR EMPHASIS....................       1         659        3.1%   10.6%
MODERATE EMPHASIS.................       2        2351       11.1%   33.2%
MAJOR EMPHASIS....................       3        3716       17.5%   53.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996       18.9%  (MISS)
   MULTIPLE RESPONSE..........           6           3        0.0%  (MISS)
   MISSING....................           8         810        3.8%  (MISS)
   LEGITIMATE SKIP............           9        9512       44.9%  (MISS)
                                                 -----       -----   -----
 TOTALS:                                         21188      100.0%  100.0%
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Question   23BC                              Tape Pos. 164-164
---------------                              Format: I1

F2S23BC    EMPHASIS ON TEACHING FACTS,RULES,STEPS

Teaching you facts, rules, and steps

                                                              PER-    WGTD
      RESPONSE                       CODES        FREQ        CENT    PCT
    ----------                     --------      -----       -----   -----
NONE..............................       0         152        0.7%    2.4%
MINOR EMPHASIS....................       1         787        3.7%   11.6%
MODERATE EMPHASIS.................       2        2533       12.0%   37.1%
MAJOR EMPHASIS....................       3        3375       15.9%   48.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996       18.9%  (MISS)
   MULTIPLE RESPONSE..........           6          11        0.1%  (MISS)
   MISSING....................           8         822        3.9%  (MISS)
   LEGITIMATE SKIP............           9        9512       44.9%  (MISS)
                                                 -----       -----   -----
 TOTALS:                                         21188      100.0%  100.0%
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Question   23BD                              Tape Pos. 165-165
---------------                              Format: I1

F2S23BD    EMPHASIS ON UNDRSTDNG SCI. IDEAS AT WORK

Helping you understand how scientific ideas and mathematics
are used in work

                                                              PER-    WGTD
      RESPONSE                       CODES        FREQ        CENT    PCT
    ----------                     --------      -----       -----   -----
NONE..............................       0        1063        5.0%   14.9%
MINOR EMPHASIS....................       1        1901        9.0%   27.3%
MODERATE EMPHASIS.................       2        2259       10.7%   33.3%
MAJOR EMPHASIS....................       3        1624        7.7%   24.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996       18.9%  (MISS)
   MULTIPLE RESPONSE..........           6           4        0.0%  (MISS)
   MISSING....................           8         829        3.9%  (MISS)
   LEGITIMATE SKIP............           9        9512       44.9%  (MISS)
                                                 -----       -----   -----
 TOTALS:                                         21188      100.0%  100.0%
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Question   23BE                              Tape Pos. 166-166
---------------                              Format: I1

F2S23BE    EMPHASIS ON WAYS TO SOLVE PROBLEMS

Thinking about what a problem means and the ways it might
be solved

                                                              PER-    WGTD
      RESPONSE                       CODES        FREQ        CENT    PCT
    ----------                     --------      -----       -----   -----
NONE..............................       0         821        3.9%   11.5%
MINOR EMPHASIS....................       1        1571        7.4%   22.3%
MODERATE EMPHASIS.................       2        2417       11.4%   35.4%
MAJOR EMPHASIS....................       3        1985        9.4%   30.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996       18.9%  (MISS)
   MULTIPLE RESPONSE..........           6           3        0.0%  (MISS)
   MISSING....................           8         883        4.2%  (MISS)
   LEGITIMATE SKIP............           9        9512       44.9%  (MISS)
                                                 -----       -----   -----
 TOTALS:                                         21188      100.0%  100.0%
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Question   23BF                              Tape Pos. 167-167
---------------                              Format: I1

F2S23BF    EMPHASIS ON UNDRSTNDNG MATH/SCI. IDEAS

Helping you to understand mathematical and scientific ideas
through the use of tools, machines, lab equipment, etc.

                                                              PER-    WGTD
      RESPONSE                       CODES        FREQ        CENT    PCT
    ----------                     --------      -----       -----   -----
NONE..............................       0        1582        7.5%   22.6%
MINOR EMPHASIS....................       1        1627        7.7%   23.4%
MODERATE EMPHASIS.................       2        1924        9.1%   27.1%
MAJOR EMPHASIS....................       3        1716        8.1%   26.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996       18.9%  (MISS)
   MULTIPLE RESPONSE..........           6           2        0.0%  (MISS)
   MISSING....................           8         829        3.9%  (MISS)
   LEGITIMATE SKIP............           9        9512       44.9%  (MISS)
                                                 -----       -----   -----
 TOTALS:                                         21188      100.0%  100.0%
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Question   23BG                              Tape Pos. 168-168
---------------                              Format: I1

F2S23BG    EMPHASIS ON PREPARATION FOR MORE STUDY

Preparing you for further study in vocational education

                                                              PER-    WGTD
      RESPONSE                       CODES        FREQ        CENT    PCT
    ----------                     --------      -----       -----   -----
NONE..............................       0         723        3.4%   10.3%
MINOR EMPHASIS....................       1        1233        5.8%   17.7%
MODERATE EMPHASIS.................       2        2235       10.5%   32.5%
MAJOR EMPHASIS....................       3        2675       12.6%   39.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996       18.9%  (MISS)
   MISSING....................           8         814        3.8%  (MISS)
   LEGITIMATE SKIP............           9        9512       44.9%  (MISS)
                                                 -----       -----   -----
 TOTALS:                                         21188      100.0%  100.0%
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Question   24
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How often do you come to class WITHOUT these things?
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Question   24A                               Tape Pos. 169-169
---------------                              Format: I1

F2S24A     GO TO CLASS WITHOUT PENCIL/PAPER

Pencil or paper

                                                              PER-    WGTD
      RESPONSE                       CODES        FREQ        CENT    PCT
    ----------                     --------      -----       -----   -----
USUALLY...........................       1         809        3.8%    5.2%
OFTEN.............................       2         984        4.6%    5.9%
SELDOM............................       3        6367       30.1%   37.4%
NEVER.............................       4        8625       40.7%   51.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                    3996       18.9%  (MISS)
   MULTIPLE RESPONSE..........           6           3        0.0%  (MISS)
   MISSING....................           8         404        1.9%  (MISS)
                                                 -----       -----   -----
 TOTALS:                                         21188      100.0%  100.0%
```

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Question 24B

Tape Pos. 170-170
Format: I1

F2S24B GO TO CLASS WITHOUT BOOKS

Books

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
USUALLY	1	737	3.5%	4.5%
OFTEN	2	730	3.4%	4.3%
SELDOM	3	6472	30.5%	38.1%
NEVER	4	8835	41.7%	53.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	415	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 24C

Tape Pos. 171-171
Format: I1

F2S24C GO TO CLASS WITHOUT HOMEWORK DONE

Your homework done

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
USUALLY	1	1008	4.8%	6.2%
OFTEN	2	1783	8.4%	10.7%
SELDOM	3	9928	46.9%	58.6%
NEVER	4	4056	19.1%	24.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	412	1.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 25

In the following subjects and overall, about how much time do you spend on homework EACH WEEK, both in and out of school?

Question 25A

Time spent on mathematics homework each week

Question 25A1

Tape Pos. 172-173
Format: I2

F2S25A1 TIME SPENT ON MATH HOMEWORK IN SCHOOL

In school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	802	3.8%	4.7%
LESS THAN 1 HOUR	01	2857	13.5%	16.9%
1-3 HOURS	02	3406	16.1%	19.8%
4-6 HOURS	03	2873	13.6%	17.4%
7-9 HOURS	04	389	1.8%	2.5%
10-12 HOURS	05	146	0.7%	0.8%
13-15 HOURS	06	34	0.2%	0.2%
OVER 15 HOURS	07	53	0.3%	0.3%
NOT TAKING MATHEMATICS	08	6073	28.7%	37.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	120	0.6%	(MISS)
REFUSED	97	13	0.1%	(MISS)
MISSING	98	426	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The small number of conflicting responses to the "not taking" response options are due to multiple responses or refusals. Logical consistency could not be determined in these cases.

Question 25A2

Tape Pos. 174-175
Format: I2

F2S25A2 TIME SPENT ON MATH HOMEWORK OUT OF SCHL

Out of school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1490	7.0%	9.5%
LESS THAN 1 HOUR	01	2339	11.0%	14.4%
1-3 HOURS	02	3812	18.0%	23.0%
4-6 HOURS	03	1894	8.9%	10.1%
7-9 HOURS	04	600	2.8%	3.1%
10-12 HOURS	05	275	1.3%	1.6%
13-15 HOURS	06	71	0.3%	0.5%
OVER 15 HOURS	07	56	0.3%	0.3%
NOT TAKING MATHEMATICS	08	6058	28.6%	37.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	132	0.6%	(MISS)
REFUSED	97	26	0.1%	(MISS)
MISSING	98	439	2.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The small number of conflicting responses to the "not taking" response options are due to multiple responses or refusals. Logical consistency could not be determined in these cases.

Question 25B

Time spent on science homework each week

Question 25B1

Tape Pos. 176-177
Format: I2

F2S25B1 TIME SPENT ON SCIENCE HOMEWORK IN SCHL

In school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	985	4.6%	5.6%
LESS THAN 1 HOUR	01	2552	12.0%	14.6%
1-3 HOURS	02	2803	13.2%	15.4%
4-6 HOURS	03	1893	8.9%	11.3%
7-9 HOURS	04	324	1.5%	2.0%
10-12 HOURS	05	116	0.5%	0.6%
13-15 HOURS	06	28	0.1%	0.1%
OVER 15 HOURS	07	34	0.2%	0.3%
NOT TAKING SCIENCE	08	7931	37.4%	50.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	88	0.4%	(MISS)
REFUSED	97	16	0.1%	(MISS)
MISSING	98	422	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The small number of conflicting responses to the "not taking" response options are due to multiple responses or refusals. Logical consistency could not be determined in these cases.

Question 25B2

Tape Pos. 178-179
Format: I2

F2S25B2 TIME SPENT ON SCIENCE HOMEWRK OUT OF SCH

Out of school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1243	5.9%	7.7%
LESS THAN 1 HOUR	01	2257	10.7%	13.3%
1-3 HOURS	02	3153	14.9%	17.9%
4-6 HOURS	03	1318	6.2%	6.8%
7-9 HOURS	04	447	2.1%	2.5%
10-12 HOURS	05	186	0.9%	1.1%
13-15 HOURS	06	44	0.2%	0.3%
OVER 15 HOURS	07	52	0.2%	0.3%
NOT TAKING SCIENCE	08	7913	37.3%	50.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	99	0.5%	(MISS)
REFUSED	97	30	0.1%	(MISS)
MISSING	98	450	2.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The small number of conflicting responses to the "not taking" response options are due to multiple responses or refusals. Logical consistency could not be determined in these cases.

Question 25C

Time spent on English homework each week

Question 25C1

Tape Pos. 180-181
Format: I2

F2S25C1 TIME SPENT ON ENGLISH HOMEWORK IN SCHL

In school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1353	6.4%	8.6%
LESS THAN 1 HOUR	01	4643	21.9%	28.4%
1-3 HOURS	02	4782	22.6%	28.4%
4-6 HOURS	03	3703	17.5%	22.2%
7-9 HOURS	04	566	2.7%	3.6%
10-12 HOURS	05	191	0.9%	1.1%
13-15 HOURS	06	61	0.3%	0.4%
OVER 15 HOURS	07	75	0.4%	0.5%
NOT TAKING ENGLISH	08	1089	5.1%	6.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	193	0.9%	(MISS)
REFUSED	97	18	0.1%	(MISS)
MISSING	98	518	2.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The small number of conflicting responses to the "not taking" response options are due to multiple responses or refusals. Logical consistency could not be determined in these cases.

Question 25C2

Tape Pos. 182-183
Format: I2

F2S25C2 TIME SPENT ON ENGLISH HOMEWRK OUT OF SCH

Out of school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1652	7.8%	10.8%
LESS THAN 1 HOUR	01	3775	17.8%	24.2%
1-3 HOURS	02	5804	27.4%	35.7%
4-6 HOURS	03	2642	12.5%	14.8%
7-9 HOURS	04	909	4.3%	4.5%
10-12 HOURS	05	347	1.6%	1.9%
13-15 HOURS	06	102	0.5%	0.6%
OVER 15 HOURS	07	97	0.5%	0.6%
NOT TAKING ENGLISH	08	1090	5.1%	6.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	191	0.9%	(MISS)
REFUSED	97	23	0.1%	(MISS)
MISSING	98	560	2.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The small number of conflicting responses to the "not taking" response options are due to multiple responses or refusals. Logical consistency could not be determined in these cases.

Question 25D

Time spent on history/social studies homework each week

Question 25D1

Tape Pos. 184-185
Format: I2

F2S25D1 TIME ON HIST/SOC. STUD. HMWRK IN SCHL

In school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1323	6.2%	8.1%
LESS THAN 1 HOUR	01	3680	17.4%	22.2%
1-3 HOURS	02	3317	15.7%	19.8%
4-6 HOURS	03	2484	11.7%	15.1%
7-9 HOURS	04	342	1.6%	2.0%
10-12 HOURS	05	105	0.5%	0.7%
13-15 HOURS	06	30	0.1%	0.2%
OVER 15 HOURS	07	48	0.2%	0.4%
NOT TAKING HISTORY/SOCIAL STUDIES	08	5205	24.6%	31.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	169	0.8%	(MISS)
REFUSED	97	19	0.1%	(MISS)
MISSING	98	470	2.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The small number of conflicting responses to the "not taking" response options are due to multiple responses or refusals. Logical consistency could not be determined in these cases.

Question 25D2

Tape Pos. 186-187
Format: I2

F2S25D2 TIME ON HIST/SOC.STUD. HMWRK OUT SCH

Out of school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1496	7.1%	9.7%
LESS THAN 1 HOUR	01	3385	16.0%	20.8%
1-3 HOURS	02	4156	19.6%	25.4%
4-6 HOURS	03	1508	7.1%	8.3%
7-9 HOURS	04	483	2.3%	2.5%
10-12 HOURS	05	170	0.8%	1.0%
13-15 HOURS	06	39	0.2%	0.2%
OVER 15 HOURS	07	53	0.3%	0.3%
NOT TAKING HISTORY/SOCIAL STUDIES	08	5199	24.5%	31.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	178	0.8%	(MISS)
REFUSED	97	20	0.1%	(MISS)
MISSING	98	505	2.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The small number of conflicting responses to the "not taking" response options are due to multiple responses or refusals. Logical consistency could not be determined in these cases.

Question 25E

Time spent on homework for all other subjucts each week

Question 25E1

Tape Pos. 188-189
Format: I2

F2S25E1 TIME SPENT ON ALL OTH SUBJECTS IN SCHL

In school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	2601	12.3%	15.9%
LESS THAN 1 HOUR	01	4548	21.5%	26.9%
1-3 HOURS	02	4890	23.1%	29.3%
4-6 HOURS	03	2791	13.2%	16.9%
7-9 HOURS	04	835	3.9%	5.1%
10-12 HOURS	05	464	2.2%	2.9%
13-15 HOURS	06	204	1.0%	1.2%
OVER 15 HOURS	07	286	1.3%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	172	0.8%	(MISS)
REFUSED	97	20	0.1%	(MISS)
MISSING	98	381	1.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 25E2

Tape Pos. 190-191
Format: I2

F2S25E2 TIME SPENT ON ALL OTH SUBJECTS OUT SCHL

out of school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	2898	13.7%	18.3%
LESS THAN 1 HOUR	01	4301	20.3%	26.2%
1-3 HOURS	02	5615	26.5%	34.2%
4-6 HOURS	03	2268	10.7%	13.2%
7-9 HOURS	04	802	3.8%	4.4%
10-12 HOURS	05	342	1.6%	1.9%
13-15 HOURS	06	163	0.8%	0.8%
OVER 15 HOURS	07	180	0.8%	0.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	185	0.9%	(MISS)
REFUSED	97	16	0.1%	(MISS)
MISSING	98	422	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 25F

Total time on homework each week

Question 25F1

Tape Pos. 192-193
Format: I2

F2S25F1 TOTAL TIME SPENT ON HMWRK IN SCHOOL

In school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	835	3.9%	5.4%
LESS THAN 1 HOUR	01	1641	7.7%	10.1%
1-3 HOURS	02	4090	19.3%	24.6%
4-6 HOURS	03	3876	18.3%	23.1%
7-9 HOURS	04	2079	9.8%	12.1%
10-12 HOURS	05	1354	6.4%	8.3%
13-15 HOURS	06	969	4.6%	5.9%
16-20 HOURS	07	764	3.6%	4.8%
OVER 20 HOURS	08	934	4.4%	5.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	157	0.7%	(MISS)
REFUSED	97	26	0.1%	(MISS)
MISSING	98	467	2.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 25F2

Tape Pos. 194-195
Format: I2

F2S25F2 TOTAL TIME SPENT ON HMWRK OUT SCHL

out of school each week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	972	4.6%	6.1%
LESS THAN 1 HOUR	01	1409	6.6%	8.8%
1-3 HOURS	02	3683	17.4%	23.4%
4-6 HOURS	03	3517	16.6%	21.9%
7-9 HOURS	04	2276	10.7%	13.4%
10-12 HOURS	05	1860	8.8%	11.3%
13-15 HOURS	06	1201	5.7%	6.4%
16-20 HOURS	07	864	4.1%	4.6%
OVER 20 HOURS	08	822	3.9%	4.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	186	0.9%	(MISS)
REFUSED	97	16	0.1%	(MISS)
MISSING	98	386	1.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 26

Please indicate the kinds of people who helped you with homework other than your parents, during the last two years.

Question 26A

Tape Pos. 196-196
Format: I1

F2S26A TEACHER HELPED WITH HOMEWORK

A teacher at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13315	62.8%	78.9%
NO	2	3328	15.7%	21.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	545	2.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   26B                                   Tape Pos. 197-197
--------------                                   Format: I1

F2S26B     PAID TUTOR HELPED WITH HOMEWORK

An individual outside the school who charges a fee
                                                       PER-   WGTD
   RESPONSE                          CODES     FREQ    CENT   PCT
  ----------                       ---------  -----   -----  -----
                                           1   1319    6.2%   7.4%
YES..............................          2  15168   71.6%  92.6%
NO...............................
 RESERVED CODES:                               3996   18.9% (MISS)
   NONRESPONDENTS & DROPOUTS..             6      2    0.0% (MISS)
   MULTIPLE RESPONSE..........             8    703    3.3% (MISS)
   MISSING....................                -----   -----  -----
                                              21188  100.0% 100.0%
 TOTALS:
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Question   26C                                   Tape Pos. 198-198
--------------                                   Format: I1

F2S26C     PEER TUTOR HELPED WITH HOMEWORK

A peer tutor, for example, a student who is identified by
the school as a qualified tutor
                                                       PER-   WGTD
   RESPONSE                          CODES     FREQ    CENT   PCT
  ----------                       ---------  -----   -----  -----
                                           1   1408    6.6%   8.9%
YES..............................          2  15065   71.1%  91.1%
NO...............................
 RESERVED CODES:                               3996   18.9% (MISS)
   NONRESPONDENTS & DROPOUTS..             6      1    0.0% (MISS)
   MULTIPLE RESPONSE..........             8    718    3.4% (MISS)
   MISSING....................                -----   -----  -----
                                              21188  100.0% 100.0%
 TOTALS:
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Question   26D                                   Tape Pos. 199-199
--------------                                   Format: I1

F2S26D     SIBLING HELPED WITH HOMEWORK

Your brother/sister
                                                       PER-   WGTD
   RESPONSE                          CODES     FREQ    CENT   PCT
  ----------                       ---------  -----   -----  -----
                                           1   3738   17.6%  22.5%
YES..............................          2  12698   59.9%  77.5%
NO...............................
 RESERVED CODES:                               3996   18.9% (MISS)
   NONRESPONDENTS & DROPOUTS..             6      2    0.0% (MISS)
   MULTIPLE RESPONSE..........             8    754    3.6% (MISS)
   MISSING....................                -----   -----  -----
                                              21188  100.0% 100.0%
 TOTALS:
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Question   26E                                   Tape Pos. 200-200
--------------                                   Format: I1

F2S26E     CLASSMATE/FRIEND HELPED WITH HOMEWORK

A classmate or friend
                                                       PER-   WGTD
   RESPONSE                          CODES     FREQ    CENT   PCT
  ----------                       ---------  -----   -----  -----
                                           1  13396   63.2%  79.4%
YES..............................          2   3225   15.2%  20.6%
NO...............................
 RESERVED CODES:                               3996   18.9% (MISS)
   NONRESPONDENTS & DROPOUTS..             6      5    0.0% (MISS)
   MULTIPLE RESPONSE..........             8    566    2.7% (MISS)
   MISSING....................                -----   -----  -----
                                              21188  100.0% 100.0%
 TOTALS:
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Question   26F                                   Tape Pos. 201-201
--------------                                   Format: I1

F2S26F     OTHER PERSON HELPED WITH HOMEWORK

Other person
                                                       PER-   WGTD
   RESPONSE                          CODES     FREQ    CENT   PCT
  ----------                       ---------  -----   -----  -----
                                           1   1596    7.5%  12.7%
YES..............................          2  12010   56.7%  87.3%
NO...............................
 RESERVED CODES:                               3996   18.9% (MISS)
   NONRESPONDENTS & DROPOUTS..             6      3    0.0% (MISS)
   MULTIPLE RESPONSE..........             8   3583   16.9% (MISS)
   MISSING....................                -----   -----  -----
                                              21188  100.0% 100.0%
 TOTALS:
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Question   27                                    Tape Pos. 202-202
--------------                                   Format: I1

F2S27      HAS R TAKEN MINIMUM COMPETENCY TEST

Have you taken a minimum competency or proficiency test
that is required for high school graduation?
                                                       PER-   WGTD
   RESPONSE                          CODES     FREQ    CENT   PCT
  ----------                       ---------  -----   -----  -----
YES, I HAVE TAKEN IT MORE
                                           1   2193   10.4%  13.7%
THAN ONCE........................          2   4582   21.6%  28.0%
YES, I HAVE TAKEN IT ONCE........          3    402    1.9%   2.5%
NO, BUT IT IS REQUIRED...........
NO, MY SCHOOL DOES NOT                     4   5316   25.1%  29.7%
REQUIRE SUCH A TEST..............          5   4313   20.4%  26.2%
DON'T KNOW.......................
 RESERVED CODES:                               3996   18.9% (MISS)
   NONRESPONDENTS & DROPOUTS..             6     16    0.1% (MISS)
   MULTIPLE RESPONSE..........             8    370    1.7% (MISS)
   MISSING....................                -----   -----  -----
                                              21188  100.0% 100.0%
 TOTALS:
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Question   28                                    Tape Pos. 203-203
--------------                                   Format: I1

F2S28      R'S RESULTS OF COMPETENCY TEST

Did you pass, fail, or don't you know the results yet of
the most recent competency or proficiency test?
                                                       PER-   WGTD
   RESPONSE                          CODES     FREQ    CENT   PCT
  ----------                       ---------  -----   -----  -----
                                           1   5889   27.8%  86.3%
PASSED...........................          2    238    1.1%   3.9%
FAILED...........................          3    573    2.7%   9.8%
DON'T KNOW RESULTS YET...........
 RESERVED CODES:                               3996   18.9% (MISS)
   NONRESPONDENTS & DROPOUTS..             6      5    0.0% (MISS)
   MULTIPLE RESPONSE..........             8    456    2.2% (MISS)
   MISSING....................             9  10031   47.3% (MISS)
   LEGITIMATE SKIP............                -----   -----  -----
                                              21188  100.0% 100.0%
 TOTALS:
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Question   29
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Some students are recognized by their school or community.
In the first half of the school year, did you win any of
the following awards or were you recognized for doing well
or participating in certain activities?
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Question   29A                                   Tape Pos. 204-204
--------------                                   Format: I1

F2S29A     R ELECTED OFFICER OF SCHOOL CLASS

Elected officer of a school class
                                                       PER-   WGTD
   RESPONSE                          CODES     FREQ    CENT   PCT
  ----------                       ---------  -----   -----  -----
                                           1   1931    9.1%  10.9%
YES..............................          2  14516   68.5%  89.1%
NO...............................
 RESERVED CODES:                               3996   18.9% (MISS)
   NONRESPONDENTS & DROPOUTS..             6      1    0.0% (MISS)
   MULTIPLE RESPONSE..........             8    744    3.5% (MISS)
   MISSING....................                -----   -----  -----
                                              21188  100.0% 100.0%
 TOTALS:
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Question   29B                                   Tape Pos. 205-205
--------------                                   Format: I1

F2S29B     R WON AN ACADEMIC HONOR

Won an academic honor
                                                       PER-   WGTD
   RESPONSE                          CODES     FREQ    CENT   PCT
  ----------                       ---------  -----   -----  -----
                                           1   3767   17.8%  22.0%
YES..............................          2  12651   59.7%  78.0%
NO...............................
 RESERVED CODES:                               3996   18.9% (MISS)
   NONRESPONDENTS & DROPOUTS..             6      1    0.0% (MISS)
   MULTIPLE RESPONSE..........             8    773    3.6% (MISS)
   MISSING....................                -----   -----  -----
                                              21188  100.0% 100.0%
 TOTALS:
```

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Question 29C

Tape Pos. 206-206
Format: I1

F2S29C R REC'D AWARD FOR SCIENCE OR MATH FAIR

Received an award in science or math fair

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	633	3.0%	3.8%
NO	2	15751	74.3%	96.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	806	3.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 29D

Tape Pos. 207-207
Format: I1

F2S29D RECEIVED RECOGNITION FOR GOOD ATTENDANCE

Received special recognition for good attendance

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	1903	9.0%	12.4%
NO	2	14492	68.4%	87.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	795	3.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 29E

Tape Pos. 208-208
Format: I1

F2S29E RECEIVED RECOGNITION FOR GOOD GRADES

Received special recognition for good grades or honor roll

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	7177	33.9%	41.8%
NO	2	9261	43.7%	58.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	749	3.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 29F

Tape Pos. 209-209
Format: I1

F2S29F REC'D RECOGNITION FOR WRITING ESSAY/POEM

Received special recognition for writing an essay or poem

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	1569	7.4%	9.7%
NO	2	14828	70.0%	90.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	794	3.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 29G

Tape Pos. 210-210
Format: I1

F2S29G NAMED MOST VALUABLE PLAYER ON SPORT TEAM

Named most valuable player on a sports team

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	1927	9.1%	11.6%
NO	2	14472	68.3%	88.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	792	3.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 29H

Tape Pos. 211-211
Format: I1

F2S29H RECEIVED A COMMUNITY SERVICE AWARD

Received a community service award

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	1124	5.3%	6.6%
NO	2	15266	72.1%	93.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	800	3.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 29I

Tape Pos. 212-212
Format: I1

F2S29I REC'D AWARD IN VOC/TECH SKILLS COMP.

Received an award in vocational/technical skills competition

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	1080	5.1%	6.9%
NO	2	15296	72.2%	93.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	815	3.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30A

Please mark one response for EACH type of interscholastic sport activitiy in which you have participated THIS SCHOOL YEAR. (INTERSCHOLATIC means your school's team competes with other schools' teams.) Mark the highest number that applies on each line.

Question 30AA

Tape Pos. 213-213
Format: I1

F2S30AA PARTICIPATED ON A TEAM SPORT AT SCHOOL

A team sport (baseball, basketball, football, scoccer, hockey, etc.)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	282	1.3%	2.5%
DID NOT PARTICIPATE	2	10563	49.9%	67.7%
PARTICIPATED ON A JUNIOR VARITY TEAM	3	415	2.0%	2.8%
PARTICIPATED ON A VARITY TEAM.	4	2728	12.9%	16.5%
PARTICIPATED AS A CAPTAIN OR CO-CAPTAIN ON ANY TEAM	5	1740	8.2%	10.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1463	6.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30AB

Tape Pos. 214-214
Format: I1

F2S30AB PARTICIPATED IN INDIVIDUAL SPORT AT SCHL

An individual sport (cross-county, gymnastics, golf, tennis, track, wrestling, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE..........	1	654	3.1%	4.9%
DID NOT PARTICIPATE..........	2	11698	55.2%	75.3%
PARTICIPATED ON A JUNIOR VARITY TEAM..........	3	344	1.6%	2.0%
PARTICIPATED ON A VARITY TEAM.	4	2003	9.5%	12.4%
PARTICIPATED AS A CAPTAIN OR CO-CAPTAIN ON ANY TEAM........	5	936	4.4%	5.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MISSING..........	8	1557	7.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30AC

Tape Pos. 215-215
Format: I1

F2S30AC PARTICIPATED IN CHEERLEADING/POMPON

Cheerleading, pompon, drill team

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE..........	1	840	4.0%	4.7%
DID NOT PARTICIPATE..........	2	13429	63.4%	87.8%
PARTICIPATED ON A JUNIOR VARITY TEAM..........	3	86	0.4%	0.6%
PARTICIPATED ON A VARITY TEAM.	4	628	3.0%	4.0%
PARTICIPATED AS A CAPTAIN OR CO-CAPTAIN ON ANY TEAM........	5	444	2.1%	2.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING..........	8	1763	8.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30B

Please mark one for each activity in which you have participated THIS SCHOOL YEAR. Mark the highest number that applies on each line. CLUBS, SCHOOL GROUPS, INTRAMURAL SPORTS

Question 30BA

Tape Pos. 216-216
Format: I1

F2S30BA PARTICIPATED IN SCHOOL MUSIC GROUP

Band, orchestra, chorus, or other music group

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE..........	1	324	1.5%	2.9%
DID NOT PARTICIPATE..........	2	12281	58.0%	77.8%
PARTICIPATED..........	3	2229	10.5%	13.6%
PARTICIPATED AS AN OFFICER/LEADER..........	4	993	4.7%	5.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
MISSING..........	8	1364	6.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30BB

Tape Pos. 217-217
Format: I1

F2S30BB PARTICIPATED IN SCHOOL PLAY OR MUSICAL

Drama club, school play, or musical

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE..........	1	491	2.3%	3.9%
DID NOT PARTICIPATE..........	2	12824	60.5%	81.0%
PARTICIPATED..........	3	2010	9.5%	12.3%
PARTICIPATED AS AN OFFICER/LEADER..........	4	491	2.3%	2.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	4	0.0%	(MISS)
MISSING..........	8	1372	6.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30BC

Tape Pos. 218-218
Format: I1

F2S30BC PARTICIPATED IN SCHOOL GOVERNMENT

Student government

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE..........	1	592	2.8%	3.9%
DID NOT PARTICIPATE..........	2	12781	60.3%	81.3%
PARTICIPATED..........	3	1447	6.8%	9.4%
PARTICIPATED AS AN OFFICER/LEADER..........	4	959	4.5%	5.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	13	0.1%	(MISS)
MISSING..........	8	1400	6.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30BD

Tape Pos. 219-219
Format: I1

F2S30BD PARTICIPATED IN ACADEMIC HONOR SOCIETY

National Honor Society, other academic honor society

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE..........	1	494	2.3%	2.7%
DID NOT PARTICIPATE..........	2	12257	57.8%	79.7%
PARTICIPATED..........	3	2506	11.8%	14.6%
PARTICIPATED AS AN OFFICER/LEADER..........	4	498	2.4%	3.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	19	0.1%	(MISS)
MISSING..........	8	1418	6.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30BE

Tape Pos. 220-220
Format: I1

F2S30BE PARTICIPATED IN SCHL YEARBOOK, NEWSPAPER

School yearbook, newspaper, or literary magazine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE..........	1	119	0.6%	0.8%
DID NOT PARTICIPATE..........	2	12541	59.2%	80.9%
PARTICIPATED..........	3	2142	10.1%	13.3%
PARTICIPATED AS AN OFFICER/LEADER..........	4	962	4.5%	5.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MISSING..........	8	1428	6.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question 30BF

Tape Pos. 221-221
Format: I1

F2S30BF PARTICIPATED IN SCHOOL SERVICE CLUBS

Service clubs (American Field Service (AFS), Key Club, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	1936	9.1%	11.7%
DID NOT PARTICIPATE	2	11398	53.8%	74.7%
PARTICIPATED	3	1849	8.7%	10.6%
PARTICIPATED AS AN OFFICER/LEADER	4	544	2.6%	3.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	1461	6.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30BG

Tape Pos. 222-222
Format: I1

F2S30BG PARTICIPATED IN SCHOOL ACADEMIC CLUBS

Academic clubs (Art, Computer, Engineering, Debate/Forensics, Foreign languages, Sciences, Math, Psychology, Philosophy Club, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	794	3.7%	5.2%
DID NOT PARTICIPATE	2	10932	51.6%	70.7%
PARTICIPATED	3	3355	15.8%	20.3%
PARTICIPATED AS AN OFFICER/LEADER	4	716	3.4%	3.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1390	6.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30BH

Tape Pos. 223-223
Format: I1

F2S30BH PARTICIPATED IN SCHOOL HOBBY CLUBS

Hobby clubs (photography, chess, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	2038	9.6%	13.3%
DID NOT PARTICIPATE	2	12263	57.9%	79.1%
PARTICIPATED	3	1189	5.6%	6.7%
PARTICIPATED AS AN OFFICER/LEADER	4	187	0.9%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1510	7.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30BI

Tape Pos. 224-224
Format: I1

F2S30BI PARTICIPATED IN SCHOOL FTA,, FHA, FFA

Future Teachers of America, Future Homemakers of America, Future Farmers of America, or other vocational education or professional clubs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	1860	8.8%	9.8%
DID NOT PARTICIPATE	2	11230	53.0%	72.3%
PARTICIPATED	3	1965	9.3%	12.9%
PARTICIPATED AS AN OFFICER/LEADER	4	734	3.5%	5.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	17	0.1%	(MISS)
MISSING	8	1386	6.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30BJ

Tape Pos. 225-225
Format: I1

F2S30BJ PARTICIPATED IN INTRAMURAL TEAM SPORT

An intramural team sport (baseball, basketball, football, soccer, hockey, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	1320	6.2%	7.9%
DID NOT PARTICIPATE	2	10884	51.4%	69.5%
PARTICIPATED	3	2673	12.6%	16.8%
PARTICIPATED AS AN OFFICER/LEADER	4	905	4.3%	5.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	1407	6.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 30BK

Tape Pos. 226-226
Format: I1

F2S30BK PARTICIPATED IN INTRAMURAL IND SPORT

An intramural individual sport (cross-country, gymnastics, golf, tennis, track, wrestling, swimming, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	1865	8.8%	11.1%
DID NOT PARTICIPATE	2	11815	55.8%	75.6%
PARTICIPATED	3	1626	7.7%	10.1%
PARTICIPATED AS AN OFFICER/LEADER	4	475	2.2%	3.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1409	6.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 31

Tape Pos. 227-228
Format: I2

F2S31 TIME SPENT ON EXTRACURRICULAR ACTIVITIES

In a typical week, how much total time do you spend on all SCHOOL SPONSORED extracurricular activities (sports, clubs, or other activities)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	5082	24.0%	32.5%
LESS THAN 1 HOUR PER WEEK	01	2001	9.4%	12.4%
1 - 4 HOURS PER WEEK	02	3481	16.4%	20.6%
5 - 9 HOURS PER WEEK	03	2120	10.0%	12.0%
10 - 14 HOURS PER WEEK	04	2157	10.2%	11.9%
15 - 19 HOURS PER WEEK	05	1147	5.4%	6.3%
20 - 24 HOURS PER WEEK	06	415	2.0%	2.6%
25 HOURS OR MORE PER WEEK	07	289	1.4%	1.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	6	0.0%	(MISS)
MISSING	98	494	2.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 32

Tape Pos. 229-230
Format: I2

F2S32 READING DONE PER WEEK ON OWN OUTSIDE SCH

How much additional reading do you do each week on your own outside of school-not in connection with school work? (Do not count any school-assigned reading.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	2493	11.8%	14.9%
1 HOUR OR LESS PER WEEK	01	4901	23.1%	29.1%
2 HOURS	02	3494	16.5%	21.1%
3 HOURS	03	2094	9.9%	12.1%
4-5 HOURS	04	1872	8.8%	11.3%
6-7 HOURS	05	740	3.5%	4.7%
8-9 HOURS	06	348	1.6%	2.1%
10 OR MORE HOURS A WEEK	07	780	3.7%	4.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	4	0.0%	(MISS)
MISSING	98	466	2.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   33
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How often do you spend time on the following activities not
sponsored by your school?
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Question   33A
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                                        Tape Pos. 231-231
                                        Format: I1
F2S33A     HOW OFTEN DOES R USE PERSONAL COMPUTERS

Using personal computers, not including school-related work
or video/computer games

    RESPONSE                                         PER-    WCTD
   ----------                  CODES       FREQ     CENT     PCT
NEVER/RARELY...................---------   -----    -----   -----
LESS THAN ONCE A WEEK.........         1    9257    43.7%   58.8%
ONCE OR TWICE A WEEK..........         2    2860    13.5%   17.9%
EVERY DAY OR ALMOST EVERY DAY.         3    2607    12.3%   16.2%
 RESERVED CODES:                       4    1150     5.4%    7.1%
   NONRESPONDENTS & DROPOUTS..
   MULTIPLE RESPONSE..........              3996    18.9% (MISS)
   MISSING....................         6       1     0.0% (MISS)
                                       8    1317     6.2% (MISS)
TOTALS:                                    -----    -----   -----
                                           21188   100.0%  100.0%
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Question   33B
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                                        Tape Pos. 232-232
                                        Format: I1
F2S33B     HOW OFTEN DOES R WORK ON HOBBIES

Working on hobbies, arts, or crafts on your own

    RESPONSE                                         PER-    WCTD
   ----------                  CODES       FREQ     CENT     PCT
NEVER/RARELY...................---------   -----    -----   -----
LESS THAN ONCE A WEEK.........         1    5419    25.6%   34.0%
ONCE OR TWICE A WEEK..........         2    3997    18.9%   24.4%
EVERY DAY OR ALMOST EVERY DAY.         3    4340    20.5%   28.4%
 RESERVED CODES:                       4    2014     9.5%   13.1%
   NONRESPONDENTS & DROPOUTS..
   MULTIPLE RESPONSE..........              3996    18.9% (MISS)
   MISSING....................         6      12     0.1% (MISS)
                                       8    1410     6.7% (MISS)
TOTALS:                                    -----    -----   -----
                                           21188   100.0%  100.0%
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Question   33C
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                                        Tape Pos. 233-233
                                        Format: I1
F2S33C     HOW OFTEN R ATTENDS RELIGIOUS ACTIVITIES

Participating in religious activities

    RESPONSE                                         PER-    WCTD
   ----------                  CODES       FREQ     CENT     PCT
NEVER/RARELY...................---------   -----    -----   -----
LESS THAN ONCE A WEEK.........         1    8429    39.8%   54.3%
ONCE OR TWICE A WEEK..........         2    2494    11.8%   15.5%
EVERY DAY OR ALMOST EVERY DAY.         3    4195    19.8%   26.5%
 RESERVED CODES:                       4     576     2.7%    3.7%
   NONRESPONDENTS & DROPOUTS..
   MULTIPLE RESPONSE..........              3996    18.9% (MISS)
   MISSING....................         6      18     0.1% (MISS)
                                       8    1480     7.0% (MISS)
TOTALS:                                    -----    -----   -----
                                           21188   100.0%  100.0%
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Question   33D
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                                        Tape Pos. 234-234
                                        Format: I1
F2S33D     HOW OFTEN DOES R ATTEND YOUTH GROUPS

Participating in youth groups or recreational sports
programs

    RESPONSE                                         PER-    WCTD
   ----------                  CODES       FREQ     CENT     PCT
NEVER/RARELY...................---------   -----    -----   -----
LESS THAN ONCE A WEEK.........         1   10046    47.4%   63.0%
ONCE OR TWICE A WEEK..........         2    2349    11.1%   14.8%
EVERY DAY OR ALMOST EVERY DAY.         3    2798    13.2%   18.0%
 RESERVED CODES:                       4     622     2.9%    4.1%
   NONRESPONDENTS & DROPOUTS..
   MULTIPLE RESPONSE..........              3996    18.9% (MISS)
   MISSING....................         6      20     0.1% (MISS)
                                       8    1357     6.4% (MISS)
TOTALS:                                    -----    -----   -----
                                           21188   100.0%  100.0%
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Question   33E
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                                        Tape Pos. 235-235
                                        Format: I1
F2S33E     HOW OFTEN R PERFORMS COMMUNITY SERVICES

Doing volunteer or community service

    RESPONSE                                         PER-    WCTD
   ----------                  CODES       FREQ     CENT     PCT
NEVER/RARELY...................---------   -----    -----   -----
LESS THAN ONCE A WEEK.........         1   11207    52.9%   72.7%
ONCE OR TWICE A WEEK..........         2    2680    12.6%   16.1%
EVERY DAY OR ALMOST EVERY DAY.         3    1431     6.8%    8.8%
 RESERVED CODES:                       4     319     1.5%    2.4%
   NONRESPONDENTS & DROPOUTS..
   MULTIPLE RESPONSE..........              3996    18.9% (MISS)
   MISSING....................         6     177     0.8% (MISS)
                                       8    1378     6.5% (MISS)
TOTALS:                                    -----    -----   -----
                                           21188   100.0%  100.0%
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Question   33F
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                                        Tape Pos. 236-236
                                        Format: I1
F2S33F     HOW OFTEN DOES R DRIVE OR RIDE AROUND

Driving or riding around (alone or with friends)

    RESPONSE                                         PER-    WCTD
   ----------                  CODES       FREQ     CENT     PCT
NEVER/RARELY...................---------   -----    -----   -----
LESS THAN ONCE A WEEK.........         1    2113    10.0%   13.1%
ONCE OR TWICE A WEEK..........         2    2201    10.4%   13.8%
EVERY DAY OR ALMOST EVERY DAY.         3    5897    27.8%   37.5%
 RESERVED CODES:                       4    5564    26.3%   35.5%
   NONRESPONDENTS & DROPOUTS..
   MULTIPLE RESPONSE..........              3996    18.9% (MISS)
   MISSING....................         6      32     0.2% (MISS)
                                       8    1385     6.5% (MISS)
TOTALS:                                    -----    -----   -----
                                           21188   100.0%  100.0%
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Question   33G
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                                        Tape Pos. 237-237
                                        Format: I1
F2S33G     HOW OFTEN DOES R DO THINGS WITH FRIENDS

Talking or doing things with your friends

    RESPONSE                                         PER-    WCTD
   ----------                  CODES       FREQ     CENT     PCT
NEVER/RARELY...................---------   -----    -----   -----
LESS THAN ONCE A WEEK.........         1     721     3.4%    4.6%
ONCE OR TWICE A WEEK..........         2    1119     5.3%    7.6%
EVERY DAY OR ALMOST EVERY DAY.         3    4496    21.2%   28.6%
 RESERVED CODES:                       4    9289    43.8%   59.2%
   NONRESPONDENTS & DROPOUTS..
   MULTIPLE RESPONSE..........              3996    18.9% (MISS)
   MISSING....................         6      17     0.1% (MISS)
                                       8    1550     7.3% (MISS)
TOTALS:                                    -----    -----   -----
                                           21188   100.0%  100.0%
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Question   33H
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                                        Tape Pos. 238-238
                                        Format: I1
F2S33H     HOW OFTEN R DOES THINGS W/MOTHER/FATHER

Talking or doing things with your mother and father

    RESPONSE                                         PER-    WCTD
   ----------                  CODES       FREQ     CENT     PCT
NEVER/RARELY...................---------   -----    -----   -----
LESS THAN ONCE A WEEK.........         1    1943     9.2%   12.9%
ONCE OR TWICE A WEEK..........         2    3255    15.4%   20.9%
EVERY DAY OR ALMOST EVERY DAY.         3    5365    25.3%   34.4%
 RESERVED CODES:                       4    5013    23.7%   31.8%
   NONRESPONDENTS & DROPOUTS..
   MULTIPLE RESPONSE..........              3996    18.9% (MISS)
   MISSING....................         6       7     0.0% (MISS)
                                       8    1609     7.6% (MISS)
TOTALS:                                    -----    -----   -----
                                           21188   100.0%  100.0%
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Question 33I

Tape Pos. 239-239
Format: I1

F2S33I HOW OFTEN R TALKS WITH OTHER ADULTS

Talking or doing things with other adults

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	3608	17.0%	22.8%
LESS THAN ONCE A WEEK	2	4550	21.5%	29.1%
ONCE OR TWICE A WEEK	3	4997	23.6%	32.1%
EVERY DAY OR ALMOST EVERY DAY	4	2388	11.3%	16.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	10	0.0%	(MISS)
MISSING	8	1639	7.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 33J

Tape Pos. 240-240
Format: I1

F2S33J HOW OFTEN R TAKES MUSIC, ART DANCE CLASS

Taking classes (music, art, language, dance) not sponsored by your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	13382	63.2%	85.2%
LESS THAN ONCE A WEEK	2	743	3.5%	4.8%
ONCE OR TWICE A WEEK	3	1236	5.8%	7.2%
EVERY DAY OR ALMOST EVERY DAY	4	442	2.1%	2.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1384	6.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 33K

Tape Pos. 241-241
Format: I1

F2S33K HOW OFTEN R TAKES SPORTS LESSONS

Taking sports lessons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	14064	66.4%	89.0%
LESS THAN ONCE A WEEK	2	630	3.0%	3.8%
ONCE OR TWICE A WEEK	3	651	3.1%	4.4%
EVERY DAY OR ALMOST EVERY DAY	4	475	2.2%	2.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	1369	6.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 33L

Tape Pos. 242-242
Format: I1

F2S33L HOW OFTEN DOES R PLAY BALL OR OTH SPORTS

Participating in sports (not sponsored by your school)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	10036	47.4%	62.9%
LESS THAN ONCE A WEEK	2	1678	7.9%	10.5%
ONCE OR TWICE A WEEK	3	2655	12.5%	16.6%
EVERY DAY OR ALMOST EVERY DAY	4	1485	7.0%	9.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1336	6.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 34

During the school year, how many hours a day do you USUALLY play video or computer games, such as Nintendo?

Question 34A

Tape Pos. 243-243
Format: I1

F2S34A HOURS ON WEEKDAYS R PLAYS VIDEO GAMES

On weekdays

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T PLAY VIDEO/COMPUTER GAMES	0	10473	49.4%	63.3%
LESS THAN 1 HOUR A DAY	1	3842	18.1%	23.5%
1 HOUR OR MORE, LESS THAN 2	2	1157	5.5%	7.2%
2 HOURS OR MORE, LESS THAN 3	3	556	2.6%	3.8%
3 HOURS OR MORE, LESS THAN 5	4	212	1.0%	1.3%
5 HOURS OR MORE A DAY	5	122	0.6%	0.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	128	0.6%	(MISS)
MISSING	8	702	3.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 34B

Tape Pos. 244-244
Format: I1

F2S34B HOURS ON WEEKEND R PLAYS VIDEO GAMES

On weekends only

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T PLAY VIDEO/COMPUTER GAMES	0	9000	42.5%	55.9%
LESS THAN 1 HOUR A DAY	1	3827	18.1%	23.9%
1 HOUR OR MORE, LESS THAN 2	2	1542	7.3%	9.6%
2 HOURS OR MORE, LESS THAN 3	3	867	4.1%	5.5%
3 HOURS OR MORE, LESS THAN 5	4	470	2.2%	3.2%
5 HOURS OR MORE A DAY	5	297	1.4%	2.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	147	0.7%	(MISS)
MISSING	8	1042	4.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 35

During the school year, how many hours a day do you usually watch TV or videotapes?

Question 35A

Tape Pos. 245-245
Format: I1

F2S35A HOW MANY HOURS ON WEEKDAYS R WATCHES TV

On weekdays

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T WATCH TV	0	804	3.8%	4.6%
LESS THAN 1 HOUR A DAY	1	2953	13.9%	16.9%
1 HOUR OR MORE, LESS THAN 2	2	4259	20.1%	25.9%
2 HOURS OR MORE, LESS THAN 3	3	4160	19.6%	24.9%
3 HOURS OR MORE, LESS THAN 5	4	2859	13.5%	18.9%
5 HOURS OR MORE A DAY	5	1379	6.5%	8.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	145	0.7%	(MISS)
MISSING	8	633	3.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 35B

Tape Pos. 246-246
Format: I1

F2S35B HOW MANY HOURS ON WEEKENDS R WATCHES TV

On weekends only

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T WATCH TV	0	731	3.5%	4.8%
LESS THAN 1 HOUR A DAY	1	1780	8.4%	10.9%
1 HOUR OR MORE, LESS THAN 2	2	2979	14.1%	18.2%
2 HOURS OR MORE, LESS THAN 3	3	3928	18.5%	23.6%
3 HOURS OR MORE, LESS THAN 5	4	3844	18.1%	23.2%
5 HOURS OR MORE A DAY	5	2969	14.0%	19.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	158	0.7%	(MISS)
MISSING	8	803	3.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 36

Tape Pos. 247-247
Format: I1

F2S36 NATIONAL YOUTH SERVICE PROG PREFERENCE

Congress is considering several types of national youth service programs. If there were a program of required two-year service after high school, which of the following would you most likely do?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MILITARY SERVICE WITH EDUCATIONAL BENEFITS AFTERWARDS (SUCH AS SCHOLARSHIPS FOR VETERANS)	1	3472	16.4%	22.1%
COMMUNITY SERVICE (SUCH AS WORK IN HOSPITALS, PEACE CORPS, FOREST SERVICE) WITH EDUCATIONAL BENEFITS AFTERWARDS	2	7818	36.9%	46.1%
I DON'T KNOW	3	5150	24.3%	31.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
MISSING	8	744	3.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 37

Tape Pos. 248-248
Format: I1

F2S37 COMMUNITY VOLUNTEER WORK PAST 2 YEARS

During the past two years (from January 1, 1990 to the present), have you performed any unpaid volunteer or community service work (through such organizations as Little League, scouts, service clubs, church groups, school groups, or social action groups)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7465	35.2%	42.8%
NO	2	9322	44.0%	57.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	404	1.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 38

For all the types of volunteer work you have done, was any of it...

Question 38A

Tape Pos. 249-249
Format: I1

F2S38A R'S VOLUNTEER WORK STRICTLY VOLUNTARY

Strictly voluntary?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6323	29.8%	85.9%
NO	2	1093	5.2%	14.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	450	2.1%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 38B

Tape Pos. 250-250
Format: I1

F2S38B R'S VOLUNTEER WORK COURT ORDERED

Court ordered?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	254	1.2%	3.8%
NO	2	7165	33.8%	96.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	450	2.1%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 38C

Tape Pos. 251-251
Format: I1

F2S38C R'S VOLUNTEER WORK REQ'D FOR CLASS

Required for one of your classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1274	6.0%	17.3%
NO	2	6145	29.0%	82.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	450	2.1%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 38D

Tape Pos. 252-252
Format: I1

F2S38D R'S VOLUNTEER WORK REQ'D FOR OTH REASON

Required for other reasons?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1593	7.5%	18.9%
NO	2	5827	27.5%	81.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	450	2.1%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 38E

Tape Pos. 253-253
Format: I1

F2S38E R'S VOLUNTEER WORK ENCOURAGED BY OTHER

Strongly encouraged by someone else?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2853	13.5%	38.2%
NO	2	4567	21.6%	61.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	450	2.1%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question 39

Which of the following types of organizations are/were you involved with your unpaid volunteer or community service work?

Question 39A

Tape Pos. 254-254
Format: I1

F2S39A R VOLUNTEERED WITH YOUTH GROUP

A youth organization, such as coaching Little League or helping out with scouts

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1799	8.5%	24.9%
NO	2	5493	25.9%	75.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	577	2.7%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 39B

Tape Pos. 255-255
Format: I1

F2S39B R VOLUNTEERED WITH SERVICE GROUP

Service organizations, such as Big Brother or Sister

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	886	4.2%	11.5%
NO	2	6391	30.2%	88.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	592	2.8%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 39C

Tape Pos. 256-256
Format: I1

F2S39C R VOLUNTEERED WITH POLITICAL GROUP

Political clubs or organizations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	703	3.3%	9.9%
NO	2	6543	30.9%	90.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	624	2.9%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 39D

Tape Pos. 257-257
Format: I1

F2S39D R VOLUNTEERED WITH CHURCH GROUP

Church or church-related groups (not including worship services)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3491	16.5%	48.0%
NO	2	3797	17.9%	52.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	581	2.7%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 39E

Tape Pos. 258-258
Format: I1

F2S39E R VOLUNTEERED WITH COMMUNITY GROUP

Community centers, neighborhood improvement or social-action associations or groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1795	8.5%	23.6%
NO	2	5489	25.9%	76.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0 0%	(MISS)
MISSING	8	582	2.7%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100 0%	100.0%

Question 39F

Tape Pos. 259-259
Format: I1

F2S39F R ORGANIZED VOLUNTEER GRP IN HOSPITAL

Organized volunteer group in a hospital or nursing home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1427	6.7%	18.1%
NO	2	5839	27.6%	81.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	602	2.8%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 39G

Tape Pos. 260-260
Format: I1

F2S39G R VOLUNTEERED WITH EDUCATION GROUP

Education organizations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1555	7.3%	20.7%
NO	2	5724	27.0%	79.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	588	2.8%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 39H

Tape Pos. 261-261
Format: I1

F2S39H R VOLUNTEERED WITH ENVIRONMENTAL GROUP

A conservation, recycling, or environmental group such as the Sierra Club or the Nature Conservancy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	987	4.7%	12.8%
NO	2	6292	29.7%	87.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	588	2.8%	(MISS)
LEGITIMATE SKIP	9	9322	44.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

III. YOUR PLANS FOR THE FUTURE

Question 40

How important is each of the following to you in your life?

Question 40A

Tape Pos. 262-262
Format: I1

F2S40A IMPORTANT BEING SUCCESSFUL IN LINE WORK

Being successful in my line of work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	157	0.7%	1.1%
SOMEWHAT IMPORTANT	2	1749	8.3%	10.3%
VERY IMPORTANT	3	15130	71.4%	88.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	151	0.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40B

Tape Pos. 263-263
Format: I1

F2S40B IMPORTANT FINDING RIGHT PERSON TO MARRY

Finding the right person to marry and having a happy family life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	730	3.4%	4.5%
SOMEWHAT IMPORTANT	2	2718	12.8%	16.7%
VERY IMPORTANT	3	13585	64.1%	78.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	152	0.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40C

Tape Pos. 264-264
Format: I1

F2S40C IMPORTANT HAVING LOTS OF MONEY

Having lots of money

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	1664	7.9%	10.2%
SOMEWHAT IMPORTANT	2	8942	42.2%	52.2%
VERY IMPORTANT	3	6422	30.3%	37.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	159	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40D

Tape Pos. 265-265
Format: I1

F2S40D IMPORTANT HAVING STRONG FRIENDSHIPS

Having strong friendships

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	299	1.4%	1.9%
SOMEWHAT IMPORTANT	2	3052	14.4%	18.8%
VERY IMPORTANT	3	13678	64.6%	79.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	158	0.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40E

Tape Pos. 266-266
Format: I1

F2S40E IMPORTANT TO BE ABLE TO FIND STEADY WORK

Being able to find steady work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	214	1.0%	1.2%
SOMEWHAT IMPORTANT	2	1836	8.7%	10.9%
VERY IMPORTANT	3	14971	70.7%	87.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	164	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40F

Tape Pos. 267-267
Format: I1

F2S40F IMPORTANT TO HELP OTHERS IN COMMUNITY

Helping other people in my community

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	1173	5.5%	6.8%
SOMEWHAT IMPORTANT	2	10058	47.5%	59.2%
VERY IMPORTANT	3	5781	27.3%	34.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	174	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40G

Tape Pos. 268-268
Format: I1

F2S40G GIVE OWN CHILDREN BETTER OPPORTUNITIES

Being able to give my children better opportunities than I've had

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	755	3.6%	4.2%
SOMEWHAT IMPORTANT	2	3509	16.6%	19.3%
VERY IMPORTANT	3	12745	60.2%	76.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	175	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40H

Tape Pos. 269-269
Format: I1

F2S40H IMPORTANT LIVING NEAR PARENTS, FRIENDS

Living close to parents and relatives

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	4584	21.6%	27.0%
SOMEWHAT IMPORTANT	2	9487	44.8%	55.8%
VERY IMPORTANT	3	2941	13.9%	17.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	174	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40I
Tape Pos. 270-270
Format: I1

F2S40I IMPORTANT GETTING AWAY FROM THIS AREA

Getting away from this community

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	7368	34.8%	42.1%
SOMEWHAT IMPORTANT	2	6248	29.5%	37.4%
VERY IMPORTANT	3	3387	16.0%	20.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	7	0.0%	(MISS)
MISSING	8	181	0.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40J
Tape Pos. 271-271
Format: I1

F2S40J WORKING TO CORRECT ECONOMIC INEQUALITES

Working to correct social and economic inequalities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	4409	20.8%	25.7%
SOMEWHAT IMPORTANT	2	9183	43.3%	53.7%
VERY IMPORTANT	3	3399	16.0%	20.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	192	0.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40K
Tape Pos. 272-272
Format: I1

F2S40K IMPORTANT HAVING CHILDREN

Having children

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	2779	13.1%	17.2%
SOMEWHAT IMPORTANT	2	6616	31.2%	39.0%
VERY IMPORTANT	3	7610	35.9%	43.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	178	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40L
Tape Pos. 273-273
Format: I1

F2S40L IMPORTANT HAVING LEISURE TIME

Having leisure time to enjoy my own interests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	323	1.5%	2.0%
SOMEWHAT IMPORTANT	2	5761	27.2%	34.9%
VERY IMPORTANT	3	10913	51.5%	63.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	189	0.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40M
Tape Pos. 274-274
Format: I1

F2S40M IMPORTANT GETTING AWAY FROM PARENTS

Getting away from my parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	8078	38.1%	47.4%
SOMEWHAT IMPORTANT	2	6568	31.0%	38.1%
VERY IMPORTANT	3	2355	11.1%	14.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	186	0.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40N
Tape Pos. 275-275
Format: I1

F2S40N IMPORTANT BEING EXPERT IN FIELD

Becoming an expert in my field of work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	870	4.1%	5.6%
SOMEWHAT IMPORTANT	2	4784	22.6%	27.2%
VERY IMPORTANT	3	11362	53.6%	67.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	172	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 40O
Tape Pos. 276-276
Format: I1

F2S40O IMPORTANT GETTING GOOD EDUCATION

Getting a good education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	203	1.0%	1.7%
SOMEWHAT IMPORTANT	2	2308	10.9%	13.6%
VERY IMPORTANT	3	14510	68.5%	84.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	166	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 41

What do the following people think is the most important thing for you to do the right after high school?

Question 41A
Tape Pos. 277-278
Format: I2

F2S41A FATHER'S DESIRE FOR R AFTER HIGH SCHOOL

Father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	01	945	4.5%	6.6%
GO TO COLLEGE	02	10277	48.5%	62.7%
GET FULL TIME JOB	03	668	3.2%	4.3%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	04	411	1.9%	2.8%
ENTER MILITARY SERVICE	05	434	2.0%	3.6%
GET MARRIED	06	50	0.2%	0.3%
THEY THINK I SHOULD DO WHAT I WANT	07	1985	9.4%	13.1%
THEY DON'T CARE	08	263	1.2%	1.8%
I DON'T KNOW	09	713	3.4%	4.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	46	0.2%	(MISS)
MISSING	98	1400	6.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 41B

Tape Pos. 279-280
Format: I2

F2S41B MOTHER'S DESIRE FOR R AFTER HIGH SCHOOL

Mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	01	206	1.0%	1.3%
GO TO COLLEGE	02	11415	53.9%	70.2%
GET FULL TIME JOB	03	623	2.9%	4.0%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	04	473	2.2%	3.2%
ENTER MILITARY SERVICE	05	318	1.5%	2.5%
GET MARRIED	06	92	0.4%	0.5%
THEY THINK I SHOULD DO WHAT I WANT	07	2131	10.1%	14.3%
THEY DON'T CARE	08	164	0.8%	1.0%
I DON'T KNOW	09	343	1.6%	2.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	39	0.2%	(MISS)
MISSING	98	1388	6.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 41C

Tape Pos. 281-282
Format: I2

F2S41C FRIEND'S DESIRE FOR R AFTER HIGH SCHOOL

Friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	01	324	1.5%	2.2%
GO TO COLLEGE	02	8377	39.5%	50.9%
GET FULL TIME JOB	03	473	2.2%	3.0%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	04	230	1.1%	1.7%
ENTER MILITARY SERVICE	05	238	1.1%	2.0%
GET MARRIED	06	134	0.6%	0.9%
THEY THINK I SHOULD DO WHAT I WANT	07	4032	19.0%	27.0%
THEY DON'T CARE	08	767	3.6%	5.1%
I DON'T KNOW	09	1142	5.4%	7.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	32	0.2%	(MISS)
MISSING	98	1443	6.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 41D

Tape Pos. 283-284
Format: I2

F2S41D CLOSE RELATIVE'S DESIRE FOR R AFTER H.S.

Relative whose advice you value

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	01	798	3.8%	5.2%
GO TO COLLEGE	02	10756	50.8%	66.6%
GET FULL TIME JOB	03	397	1.9%	2.6%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	04	374	1.8%	2.5%
ENTER MILITARY SERVICE	05	321	1.5%	2.4%
GET MARRIED	06	77	0.4%	0.5%
THEY THINK I SHOULD DO WHAT I WANT	07	2042	9.6%	13.8%
THEY DON'T CARE	08	150	0.7%	0.8%
I DON'T KNOW	09	833	3.9%	5.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	39	0.2%	(MISS)
MISSING	98	1405	6.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 41E

Tape Pos. 285-286
Format: I2

F2S41E SCHL COUNSELOR'S DESIRE FOR R AFTER H.S.

School counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	01	836	3.9%	5.8%
GO TO COLLEGE	02	11340	53.5%	70.0%
GET FULL TIME JOB	03	107	0.5%	0.8%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	04	322	1.5%	2.3%
ENTER MILITARY SERVICE	05	142	0.7%	1.1%
GET MARRIED	06	16	0.1%	0.1%
THEY THINK I SHOULD DO WHAT I WANT	07	879	4.1%	6.0%
THEY DON'T CARE	08	501	2.4%	3.1%
I DON'T KNOW	09	1596	7.5%	10.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	15	0.1%	(MISS)
MISSING	98	1438	6.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 41F

Tape Pos. 287-288
Format: I2

F2S41F FAV. TEACHER'S DESIRE FOR R AFTER H.S.

favorite teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	01	1190	5.6%	7.7%
GO TO COLLEGE	02	11015	52.0%	67.6%
GET FULL TIME JOB	03	158	0.7%	1.3%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	04	310	1.5%	2.1%
ENTER MILITARY SERVICE	05	123	0.6%	0.9%
GET MARRIED	06	33	0.2%	0.2%
THEY THINK I SHOULD DO WHAT I WANT	07	1148	5.4%	7.8%
THEY DON'T CARE	08	234	1.1%	1.6%
I DON'T KNOW	09	1564	7.4%	10.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	15	0.1%	(MISS)
MISSING	98	1402	6.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 41G

Tape Pos. 289-290
Format: I2

F2S41G COACH'S DESIRE FOR R AFTER HIGH SCHOOL

Coach

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	01	7414	35.0%	48.2%
GO TO COLLEGE	02	5749	27.1%	34.8%
GET FULL TIME JOB	03	69	0.3%	0.5%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	04	76	0.4%	0.5%
ENTER MILITARY SERVICE	05	111	0.5%	0.8%
GET MARRIED	06	23	0.1%	0.2%
THEY THINK I SHOULD DO WHAT I WANT	07	688	3.2%	4.4%
THEY DON'T CARE	08	359	1.7%	2.3%
I DON'T KNOW	09	1259	5.9%	8.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	9	0.0%	(MISS)
MISSING	98	1435	6.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 42

How far in school do you think your father and your mother want you to go?

Question 42A

Tape Pos. 291-292
Format: I2

F2S42A HOW FAR IN SCHOOL FATHER WANTS R TO GO

Father(or male guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	00	1143	5.4%	8.2%
LESS THAN HIGH SCHOOL GRADUATION	01	78	0.4%	0.5%
HIGH SCHOOL GRADUATION ONLY	02	634	3.0%	4.6%
LESS THAN TWO YEARS OF VOCATIONAL, TRADE OR BUSINESS	03	125	0.6%	0.8%
TWO YEARS OR MORE OF VOCATIONAL, TRADE OR BUSINESS	04	261	1.2%	1.6%
A DEGREE FROM A VOCATIONAL, TRADE OR BUSINESS SCHOOL	05	593	2.8%	4.2%
LESS THAN TWO YEARS OF COLLEGE	06	123	0.6%	1.0%
TWO OR MORE YEARS OF COLLEGE	07	1023	4.8%	6.8%
FINISH COLLEGE (FOUR- OR FIVE-YEAR DEGREE)	08	5568	26.3%	36.0%
MASTER'S DEGREE OR EQUIVALENT	09	2375	11.2%	14.1%
PH.D., M.D., OR OTHER PROFESSIONAL DEGREE	10	2363	11.2%	13.3%
DON'T KNOW	11	1330	6.3%	8.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	828	3.9%	(MISS)
MISSING	98	748	3.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 42B

Tape Pos. 293-294
Format: I2

F2S42B HOW FAR IN SCHOOL MOTHER WANTS R TO GO

Mother(or female guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	00	289	1.4%	1.9%
LESS THAN HIGH SCHOOL GRADUATION	01	72	0.3%	0.4%
HIGH SCHOOL GRADUATION ONLY	02	617	2.9%	4.4%
LESS THAN TWO YEARS OF VOCATIONAL, TRADE OR BUSINESS	03	156	0.7%	1.0%
TWO YEARS OR MORE OF VOCATIONAL, TRADE OR BUSINESS	04	276	1.3%	1.9%
A DEGREE FROM A VOCATIONAL, TRADE OR BUSINESS SCHOOL	05	636	3.0%	4.6%
LESS THAN TWO YEARS OF COLLEGE	06	170	0.8%	1.3%
TWO OR MORE YEARS OF COLLEGE	07	1150	5.4%	7.8%
FINISH COLLEGE (FOUR- OR FIVE-YEAR DEGREE)	08	6021	28.4%	38.8%
MASTER'S DEGREE OR EQUIVALENT	09	2585	12.2%	15.0%
PH.D., M.D., OR OTHER PROFESSIONAL DEGREE	10	2605	12.3%	15.3%
DON'T KNOW	11	1093	5.2%	7.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	795	3.8%	(MISS)
MISSING	98	727	3.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 43

Tape Pos. 295-296
Format: I2

F2S43 HOW FAR IN SCHOOL R THINKS S/HE WILL GET

As things stand now, how far in school do you think you will get?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	01	48	0.2%	0.6%
HIGH SCHOOL GRADUATION ONLY	02	813	3.8%	5.5%
LESS THAN TWO YEARS OF VOCATIONAL, TRADE OR BUSINESS	03	287	1.4%	1.8%
TWO YEARS OR MORE OF VOCATIONAL, TRADE OR BUSINESS	04	513	2.4%	3.3%
A DEGREE FROM A VOCATIONAL, TRADE OR BUSINESS SCHOOL	05	918	4.3%	5.8%
LESS THAN TWO YEARS OF COLLEGE	06	323	1.5%	2.1%
TWO OR MORE YEARS OF COLLEGE	07	1813	8.6%	11.8%
FINISH COLLEGE (FOUR- OR FIVE-YEAR DEGREE)	08	5414	25.6%	33.3%
MASTER'S DEGREE OR EQUIVALENT	09	3010	14.2%	17.0%
PH.D., M.D., OR OTHER PROFESSIONAL DEGREE	10	2464	11.6%	13.2%
DON'T KNOW	11	907	4.3%	5.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	72	0.3%	(MISS)
MISSING	98	610	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 44

Have you taken or are you planning to take any of the following tests this year?

Question 44A

Tape Pos. 297-297
Format: I1

F2S44A HAS R TAKEN THE PRE-SAT TEST

Pre-SAT test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVEN'T THOUGHT ABOUT IT	1	2915	13.8%	18.6%
NO, DON'T PLAN TO TAKE	2	6445	30.4%	40.0%
YES, IVE ALREADY TAKEN IT	3	6892	32.5%	37.9%
YES, I PLAN TO TAKE IT THIS YEAR	4	477	2.3%	3.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
REFUSED	7	30	0.1%	(MISS)
MISSING	8	425	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 44AMO

Tape Pos. 298-299
Format: I2

F2S44AMO MONTH R TOOK PRE-SAT

Month (Pre-SAT)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	331	1.6%	5.9%
FEBRUARY	02	357	1.7%	7.0%
MARCH	03	525	2.5%	10.1%
APRIL	04	415	2.0%	7.6%
MAY	05	326	1.5%	5.4%
JUNE	06	134	0.6%	2.2%
JULY	07	48	0.2%	0.8%
AUGUST	08	59	0.3%	1.0%
SEPTEMBER	09	347	1.6%	6.6%
OCTOBER	10	2070	9.8%	33.0%
NOVEMBER	11	1030	4.9%	17.1%
DECEMBER	12	182	0.9%	3.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	4	0.0%	(MISS)
REFUSED	97	399	1.9%	(MISS)
MISSING	98	1605	7.6%	(MISS)
LEGITIMATE SKIP	99	9360	44.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 44AYR

Tape Pos. 300-301
Format: I2

F2S44AYR YEAR R TOOK PRE-SAT

Year (Pre-SAT)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1990	90	4421	20.9%	65.2%
1991	91	1541	7.3%	24.7%
1992	92	465	2.2%	9.3%
1993	93	35	0.2%	0.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	97	173	0.8%	(MISS)
MISSING	98	1197	5.6%	(MISS)
LEGITIMATE SKIP	99	9360	44.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   44B
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                                              Tape Pos. 302-302
F2S44B     HAS R TAKEN COLLEGE BOARD SAT TEST Format: I1

College Board Scholastic Aptitude Test (SAT)

     RESPONSE                                          PER-    WGTD
    ----------                     CODES      FREQ     CENT    PCT
                                 ---------   -----    -----   -----
I HAVEN'T THOUGHT ABOUT IT....           1    3047    14.4%   19.8%
NO, DON'T PLAN TO TAKE........           2    5401    25.5%   33.7%
YES, IVE ALREADY TAKEN IT.....           3    6913    32.6%   37.6%
YES, I PLAN TO TAKE IT THIS
YEAR..........................           4    1376     6.5%    8.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6      32     0.2% (MISS)
   REFUSED....................           7      39     0.2% (MISS)
   MISSING....................           8     384     1.8% (MISS)
 TOTALS:                                     -----    -----   -----
                                             21188   100.0%  100.0%
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Question   44BMO
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                                              Tape Pos. 303-304
F2S44BMO   MONTH R TOOK SAT                   Format: I2

Month (SAT)

     RESPONSE                                          PER-    WGTD
    ----------                     CODES      FREQ     CENT    PCT
                                 ---------   -----    -----   -----
JANUARY.......................          01     654     3.1%    9.5%
FEBRUARY......................          02     191     0.9%    2.8%
MARCH.........................          03     463     2.2%    7.1%
APRIL.........................          04     589     2.8%    8.9%
MAY...........................          05     765     3.6%   10.3%
JUNE..........................          06     626     3.0%    9.3%
JULY..........................          07      78     0.4%    1.2%
AUGUST........................          08      74     0.3%    1.4%
SEPTEMBER.....................          09     200     0.9%    2.8%
OCTOBER.......................          10    1084     5.1%   14.2%
NOVEMBER......................          11    1700     8.0%   21.3%
DECEMBER......................          12     844     4.0%   11.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          96      85     0.4% (MISS)
   REFUSED....................          97     229     1.1% (MISS)
   MISSING....................          98    1162     5.5% (MISS)
   LEGITIMATE SKIP............          99    8448    39.9% (MISS)
 TOTALS:                                     -----    -----   -----
                                             21188   100.0%  100.0%
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Question   44BYR
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                                              Tape Pos. 305-306
F2S44BYR   YEAR R TOOK SAT                    Format: I2

Year (SAT)

     RESPONSE                                          PER-    WGTD
    ----------                     CODES      FREQ     CENT    PCT
                                 ---------   -----    -----   -----
1990..........................          90     224     1.1%    2.7%
1991..........................          91    5413    25.5%   66.4%
1992..........................          92    2029     9.6%   29.6%
1993..........................          93      71     0.3%    1.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   REFUSED....................          97     121     0.6% (MISS)
   MISSING....................          98     886     4.2% (MISS)
   LEGITIMATE SKIP............          99    8448    39.9% (MISS)
 TOTALS:                                     -----    -----   -----
                                             21188   100.0%  100.0%
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Question   44C
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                                              Tape Pos. 307-307
F2S44C     HAS R TAKEN THE ACT TEST           Format: I1

American College Testing (ACT)

     RESPONSE                                          PER-    WGTD
    ----------                     CODES      FREQ     CENT    PCT
                                 ---------   -----    -----   -----
I HAVEN'T THOUGHT ABOUT IT....           1    3421    16.1%   22.1%
NO, DON'T PLAN TO TAKE........           2    6558    31.0%   39.7%
YES, IVE ALREADY TAKEN IT.....           3    5318    25.1%   30.2%
YES, I PLAN TO TAKE IT THIS
YEAR..........................           4    1371     6.5%    8.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6      34     0.2% (MISS)
   REFUSED....................           7      34     0.2% (MISS)
   MISSING....................           8     456     2.2% (MISS)
 TOTALS:                                     -----    -----   -----
                                             21188   100.0%  100.0%
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Question   44CMO
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                                              Tape Pos. 308-309
F2S44CMO   MONTH R TOOK ACT                   Format: I2

Month (ACT)

     RESPONSE                                          PER-    WGTD
    ----------                     CODES      FREQ     CENT    PCT
                                 ---------   -----    -----   -----
JANUARY.......................          01     164     0.8%    3.0%
FEBRUARY......................          02     647     3.1%   11.2%
MARCH.........................          03     386     1.8%    6.8%
APRIL.........................          04     966     4.6%   17.1%
MAY...........................          05     303     1.4%    4.8%
JUNE..........................          06     781     3.7%   12.1%
JULY..........................          07      93     0.4%    1.5%
AUGUST........................          08      84     0.4%    1.4%
SEPTEMBER.....................          09     142     0.7%    2.6%
OCTOBER.......................          10    1095     5.2%   19.0%
NOVEMBER......................          11     459     2.2%    7.6%
DECEMPER......................          12     871     4.1%   13.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          96      32     0.2% (MISS)
   REFUSED....................          97     193     0.9% (MISS)
   MISSING....................          98     997     4.7% (MISS)
   LEGITIMATE SKIP............          99    9979    47.1% (MISS)
 TOTALS:                                     -----    -----   -----
                                             21188   100.0%  100.0%
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Question   44CYR
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                                              Tape Pos. 310-311
F2S44CYR   YEAR R TOOK ACT                    Format: I2

Year (ACT)

     RESPONSE                                          PER-    WGTD
    ----------                     CODES      FREQ     CENT    PCT
                                 ---------   -----    -----   -----
1990..........................          90     193     0.9%    2.9%
1991..........................          91    4155    19.6%   63.8%
1992..........................          92    1897     9.0%   32.6%
1993..........................          93      36     0.2%    0.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   REFUSED....................          97     103     0.5% (MISS)
   MISSING....................          98     829     3.9% (MISS)
   LEGITIMATE SKIP............          99    9979    47.1% (MISS)
 TOTALS:                                     -----    -----   -----
                                             21188   100.0%  100.0%
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Question   44D
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                                              Tape Pos. 312-312
F2S44D     HAS R TAKEN ADVANCED PLACEMENT TEST Format: I1

Advanced Placement (AP) Test

     RESPONSE                                          PER-    WGTD
    ----------                     CODES      FREQ     CENT    PCT
                                 ---------   -----    -----   -----
I HAVEN'T THOUGHT ABOUT IT....           1    4808    22.7%   30.4%
NO, DON'T PLAN TO TAKE........           2    8666    40.9%   54.3%
YES, IVE ALREADY TAKEN IT.....           3    1157     5.5%    5.6%
YES, I PLAN TO TAKE IT THIS
YEAR..........................           4    1874     8.8%    9.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                3996    18.9% (MISS)
   MULTIPLE RESPONSE..........           6     128     0.6% (MISS)
   REFUSED....................           7      46     0.2% (MISS)
   MISSING....................           8     513     2.4% (MISS)
 TOTALS:                                     -----    -----   -----
                                             21188   100.0%  100.0%
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Question 44DMO

Tape Pos. 313-314
Format: I2

F2S44DMO MONTH R TOOK AP TEST

Month (AP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	30	0.1%	1.7%
FEBRUARY	02	28	0.1%	1.3%
MARCH	03	97	0.5%	3.8%
APRIL	04	201	0.9%	7.5%
MAY	05	2214	10.4%	73.5%
JUNE	06	154	0.7%	5.9%
JULY	07	34	0.2%	1.3%
AUGUST	08	30	0.1%	1.2%
SEPTEMBER	09	38	0.2%	1.6%
OCTOBER	10	20	0.1%	0.8%
NOVEMBER	11	18	0.1%	0.5%
DECEMBER	12	19	0.1%	0.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	3	0.0%	(MISS)
REFUSED	97	109	0.5%	(MISS)
MISSING	98	723	3.4%	(MISS)
LEGITIMATE SKIP	99	13474	63.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 44DYR

Tape Pos. 315-316
Format: I2

F2S44DYR YEAR R TOOK AP TEST

Year (AP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1990	90	67	0.3%	2.5%
1991	91	687	3.2%	21.6%
1992	92	2092	9.9%	74.7%
1993	93	21	0.1%	1.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	97	98	0.5%	(MISS)
MISSING	98	753	3.6%	(MISS)
LEGITIMATE SKIP	99	13474	63.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 44E

Tape Pos. 317-317
Format: I1

F2S44E HAS R TAKEN THE ASVAB

Armed Services Vocational Aptitude Battery (ASVAB)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVEN'T THOUGHT ABOUT IT	1	3395	16.0%	20.8%
NO, DON'T PLAN TO TAKE	2	9309	43.9%	54.2%
YES, IVE ALREADY TAKEN IT	3	3615	17.1%	22.3%
YES, I PLAN TO TAKE IT THIS YEAR	4	343	1.6%	2.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	11	0.1%	(MISS)
REFUSED	7	37	0.2%	(MISS)
MISSING	8	482	2.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 44EMO

Tape Pos. 318-319
Format: I2

F2S44EMO MONTH R TOOK ASVAB

Month (ASVAB)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	364	1.7%	11.3%
FEBRUARY	02	310	1.5%	9.5%
MARCH	03	307	1.4%	9.9%
APRIL	04	231	1.1%	9.2%
MAY	05	114	0.5%	3.3%
JUNE	06	80	0.4%	2.8%
JULY	07	64	0.3%	1.8%
AUGUST	08	83	0.4%	2.4%
SEPTEMBER	09	235	1.1%	7.8%
OCTOBER	10	540	2.5%	15.7%
NOVEMBER	11	588	2.8%	17.0%
DECEMBER	12	310	1.5%	9.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
REFUSED	97	212	1.0%	(MISS)
MISSING	98	1048	4.9%	(MISS)
LEGITIMATE SKIP	99	12704	60.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 44EYR

Tape Pos. 320-321
Format: I2

F2S44EYR YEAR R TOOK ASVAB

Year (ASVAB)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1990	90	795	3.8%	21.4%
1991	91	2076	9.8%	56.0%
1992	92	684	3.2%	21.6%
1993	93	29	0.1%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	97	106	0.5%	(MISS)
MISSING	98	798	3.8%	(MISS)
LEGITIMATE SKIP	99	12704	60.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 44F

Tape Pos. 322-322
Format: I1

F2S44F HAS R TAKEN OTHER ADMISSIONS TEST

Other Admissions Test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVEN'T THOUGHT ABOUT IT	1	6069	28.6%	38.0%
NO, DON'T PLAN TO TAKE	2	8381	39.6%	50.3%
YES, IVE ALREADY TAKEN IT	3	1115	5.3%	6.3%
YES, I PLAN TO TAKE IT THIS YEAR	4	884	4.2%	5.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
REFUSED	7	56	0.3%	(MISS)
MISSING	8	679	3.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   44FMO                          Tape Pos. 323-324
----------------                          Format: I2

F2S44FMO   MONTH R TOOK OTHER TEST

Month (other test)

                                                      PER-    WGTD
     RESPONSE                    CODES       FREQ     CENT    PCT
    ----------                 --------     -----    -----   -----
JANUARY.......................     01         142     0.7%    9.6%
FEBRUARY......................     02         119     0.6%    6.6%
MARCH.........................     03         125     0.6%    9.2%
APRIL.........................     04         173     0.8%   10.2%
MAY...........................     05         206     1.0%   12.6%
JUNE..........................     06         257     1.2%   14.6%
JULY..........................     07         101     0.5%    6.3%
AUGUST........................     08          98     0.5%    6.3%
SEPTEMBER.....................     09          62     0.3%    3.5%
OCTOBER.......................     10          48     0.2%    3.1%
NOVEMBER......................     11         140     0.7%    5.6%
DECEMBER......................     12         261     1.2%   12.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MULTIPLE RESPONSE..........     96           9     0.0% (MISS)
   REFUSED....................     97         112     0.5% (MISS)
   MISSING....................     98         889     4.2% (MISS)
   LEGITIMATE SKIP............     99       14450    68.2% (MISS)
                                            -----    -----   -----
 TOTALS:                                    21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   44FYR                          Tape Pos. 325-326
----------------                          Format: I2

F2S44FYR   YEAR R TOOK OTHER TEST

Year (other test)

                                                      PER-    WGTD
     RESPONSE                    CODES       FREQ     CENT    PCT
    ----------                 --------     -----    -----   -----
1990..........................     90          35     0.2%    1.8%
1991..........................     91         636     3.0%   29.5%
1992..........................     92        1132     5.3%   67.5%
1993..........................     93          17     0.1%    1.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   REFUSED....................     97          88     0.4% (MISS)
   MISSING....................     98         834     3.9% (MISS)
   LEGITIMATE SKIP............     99       14450    68.2% (MISS)
                                            -----    -----   -----
 TOTALS:                                    21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   45
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To prepare for the SAT and/or ACT, did you do any of the
following?
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Question   45A                            Tape Pos. 327-327
--------------                            Format: I1

F2S45A     R TOOK SPECIAL HS CLASS TO PREP FOR TEST

Take a special course at your high school

                                                      PER-    WGTD
     RESPONSE                    CODES       FREQ     CENT    PCT
    ----------                 --------     -----    -----   -----
YES...........................      1        2865    13.5%   18.2%
NO............................      2       13163    62.1%   81.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MULTIPLE RESPONSE..........      6           3     0.0% (MISS)
   MISSING....................      8        1161     5.5% (MISS)
                                            -----    -----   -----
 TOTALS:                                    21188   100.0%  100.0%
```

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Question   45B                            Tape Pos. 328-328
--------------                            Format: I1

F2S45B     R TOOK PRIVATE CLASS TO PREP FOR TEST

Take a course offered by a commercial test preparation
service

                                                      PER-    WGTD
     RESPONSE                    CODES       FREQ     CENT    PCT
    ----------                 --------     -----    -----   -----
YES...........................      1        1856     8.8%   10.4%
NO............................      2       14130    66.7%   89.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MULTIPLE RESPONSE..........      6           1     0.0% (MISS)
   MISSING....................      8        1205     5.7% (MISS)
                                            -----    -----   -----
 TOTALS:                                    21188   100.0%  100.0%
```

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Question   45C                            Tape Pos. 329-329
--------------                            Format: I1

F2S45C     R REC'D TUTORING TO PREP FOR TEST

Receive private one-to-one tutoring

                                                      PER-    WGTD
     RESPONSE                    CODES       FREQ     CENT    PCT
    ----------                 --------     -----    -----   -----
YES...........................      1        1156     5.5%    6.9%
NO............................      2       14783    69.8%   93.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MULTIPLE RESPONSE..........      6           3     0.0% (MISS)
   MISSING....................      8        1250     5.9% (MISS)
                                            -----    -----   -----
 TOTALS:                                    21188   100.0%  100.0%
```

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--------------
Question   45D                            Tape Pos. 330-330
--------------                            Format: I1

F2S45D     R USED TEST BOOKS TO PREP FOR TEST

Study from test preparation books

                                                      PER-    WGTD
     RESPONSE                    CODES       FREQ     CENT    PCT
    ----------                 --------     -----    -----   -----
YES...........................      1        8455    39.9%   50.8%
NO............................      2        7547    35.6%   49.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MULTIPLE RESPONSE..........      6           7     0.0% (MISS)
   MISSING....................      8        1183     5.6% (MISS)
                                            -----    -----   -----
 TOTALS:                                    21188   100.0%  100.0%
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Question   45E                            Tape Pos. 331-331
--------------                            Format: I1

F2S45E     R USED VIDEO TO PREP FOR TEST

Use a test preparation video tape

                                                      PER-    WGTD
     RESPONSE                    CODES       FREQ     CENT    PCT
    ----------                 --------     -----    -----   -----
YES...........................      1        1101     5.2%    7.8%
NO............................      2       14841    70.0%   92.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MULTIPLE RESPONSE..........      6           2     0.0% (MISS)
   MISSING....................      8        1248     5.9% (MISS)
                                            -----    -----   -----
 TOTALS:                                    21188   100.0%  100.0%
```

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Question   45F                            Tape Pos. 332-332
--------------                            Format: I1

F2S45F     R USED COMPUTER TO PREP FOR TEST

Use a test preparation computer program

                                                      PER-    WGTD
     RESPONSE                    CODES       FREQ     CENT    PCT
    ----------                 --------     -----    -----   -----
YES...........................      1        1765     8.3%   11.5%
NO............................      2       14166    66.9%   88.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MULTIPLE RESPONSE..........      6           2     0.0% (MISS)
   MISSING....................      8        1259     5.9% (MISS)
                                            -----    -----   -----
 TOTALS:                                    21188   100.0%  100.0%
```

Question 46

How will you spend this summer (1992)? Will you...

Question 46A

Tape Pos. 333-333
Format: I1

F2S46A R WILL WORK PART-TIME IN SUMMER

Work part-time?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
YES............................	1	8120	38.3%	54.2%
NO.............................	2	6637	31.3%	45.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	9	0.0%	(MISS)
MISSING....................	8	2426	11.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 46B

Tape Pos. 334-334
Format: I1

F2S46B R WILL WORK FULL-TIME IN SUMMER

Work full-time?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
YES............................	1	8086	38.2%	53.1%
NO.............................	2	7450	35.2%	46.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	16	0.1%	(MISS)
MISSING....................	8	1640	7.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 46C

Tape Pos. 335-335
Format: I1

F2S46C R WILL TAKE HS CLASSES IN SUMMER

Take some high school courses?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
YES............................	1	576	2.7%	4.8%
NO.............................	2	13339	63.0%	95.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
MISSING....................	8	3276	15.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 46D

Tape Pos. 336-336
Format: I1

F2S46D R WILL TAKE COLLEGE CLASSES IN SUMMER

Take some college courses?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
YES............................	1	3347	15.8%	22.7%
NO.............................	2	10818	51.1%	77.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	7	0.0%	(MISS)
MISSING....................	8	3020	14.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 47

Tape Pos. 337-337
Format: I1

F2S47 DOES R HAVE SKILLS NOW FOR JOB IN 5 YRS

Do you feel that you have enough skills right now for the job or career that you see holding 5 years from now?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
NO, I WILL NEED ADDITIONAL JOB TRAINING/APPRENTICESHIP...	1	2185	10.3%	14.5%
NO, I WILL NEED ADDITIONAL WORK EXPRIENCE/ON-THE-JOB TRAINING.........................	2	1218	5.7%	7.8%
NO, I WILL NEED TO GO TO A TWO- OR FOUR-YEAR COLLEGE OR UNIVERSITY.......................	3	10426	49.2%	60.5%
NO, I WILL NEED TO GO TO A VOCATIONAL OR TRADE SCHOOL....	4	989	4.7%	6.5%
YES, I HAVE ENOUGH SKILLS.....	5	1604	7.6%	10.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	60	0.3%	(MISS)
MISSING....................	8	710	3.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 48A

Tape Pos. 338-338
Format: I1

F2S48A DOES R PLAN TO JOIN ARMED FORCES

Do you plan to join the Armed Forces (including the Coast Guard, National Guard, Reserves, or ROTC)?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
NO.............................	1	14845	70.1%	88.1%
YES, I HAVE ALREADY JOINED....	2	497	2.3%	3.3%
YES, RIGHT AFTER HIGH SCHOOL..	3	325	1.5%	2.1%
YES, AT SOME TIME IN THE FUTURE.........................	4	999	4.7%	6.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	3	0.0%	(MISS)
MISSING....................	8	523	2.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 48B

Tape Pos. 339-339
Format: I1

F2S48B R PLANS TO JOIN WHICH ARMED FRCES BRNCH

Which branch of the Armed Forces?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
REGULAR ARMED FORCES (ARMY, NAVY, AIR FORCE, MARINES).....	1	1269	6.0%	73.5%
COAST GUARD....................	2	80	0.4%	4.1%
NATIONAL GUARD OR RESERVES....	3	263	1.2%	13.6%
ROTC...........................	4	194	0.9%	8.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	3	0.0%	(MISS)
MISSING....................	8	538	2.5%	(MISS)
LEGITIMATE SKIP............	9	14845	70.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 48C

Tape Pos. 340-340
Format: I1

F2S48C R'S MAIN REASON FOR JOINING ARMED FORCES

What is your main reason for joining the Armed Forces?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
TO SERVE MY COUNTRY...........	1	289	1.4%	15.8%
I NEED A JOB...................	2	25	0.1%	1.6%
TO RECEIVE TRAINING FOR FUTURE JOBS....................	3	607	2.9%	35.4%
TO RECEIVE MONEY FOR FURTHER EDUCATION......................	4	589	2.8%	32.3%
OTHER..........................	5	277	1.3%	15.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	23	0.1%	(MISS)
MISSING....................	8	537	2.5%	(MISS)
LEGITIMATE SKIP............	9	14845	70.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 49

Tape Pos. 341-341
Format: I1

F2S49 R PLANS TO GO TO SCHOOL RIGHT AFTER HS

Do you plan to go on to school right after high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12319	58.1%	75.4%
NO	2	2744	13.0%	19.0%
DON'T KNOW	3	804	3.8%	5.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	502	2.4%	(MISS)
LEGITIMATE SKIP	9	822	3.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50

Which of the following are reasons why you have decided NOT to continue your education right after school?

Question 50A

Tape Pos. 342-342
Format: I1

F2S50A R DOES NOT LIKE SCHOOL

I do not like school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1057	5.0%	30.5%
NO	2	2376	11.2%	69.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	618	2.9%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50B

Tape Pos. 343-343
Format: I1

F2S50B R'S GRADES ARE NOT GOOD ENOUGH

My grades are not high enough

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	954	4.5%	28.0%
NO	2	2478	11.7%	72.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	619	2.9%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50C

Tape Pos. 344-344
Format: I1

F2S50C R'S TEST SCORES WERE TOO LOW

My college admission scores were not high enough

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	400	1.9%	10.9%
NO	2	3027	14.3%	89.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	624	2.9%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50D

Tape Pos. 345-345
Format: I1

F2S50D R WILL NOT NEED MORE SCHOOL FOR JOB

I will not need more education for the career I want

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	670	3.2%	19.6%
NO	2	2757	13.0%	80.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	624	2.9%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50E

Tape Pos. 346-346
Format: I1

F2S50E R CANNOT AFFORD SCHOOL

I cannot afford to go to school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1504	7.1%	44.0%
NO	2	1920	9.1%	56.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	625	2.9%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50F

Tape Pos. 347-347
Format: I1

F2S50F R NOT ACCEPTED TO SCHOOLS APPLIED TO

I didn't get into any schools I applied to

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	208	1.0%	6.1%
NO	2	3218	15.2%	93.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	625	2.9%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50G

Tape Pos. 348-348
Format: I1

F2S50G R HAS NOT TAKEN THE RIGHT COURSES

I haven't taken the right courses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	580	2.7%	17.2%
NO	2	2846	13.4%	82.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	625	2.9%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50H

Tape Pos. 349-349
Format: I1

F2S50H NO ONE IN R'S FAMILY HAS GONE TO COLLEGE

No one in my family has ever gone on to school after high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	498	2.4%	14.6%
NO	2	2927	13.8%	85.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	626	3.0%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50I

Tape Pos. 350-350
Format: I1

F2S50I R PLANS TO TAKE TIME OFF BEFORE SCHOOL

I plan to take some time off before going to school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2371	11.2%	68.4%
NO	2	1055	5.0%	31.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	625	2.9%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50J

Tape Pos. 351-351
Format: I1

F2S50J R WOULD RATHER WORK AND EARN MONEY

I'd rather work and make money than go on to school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1419	6.7%	40.9%
NO	2	2004	9.5%	59.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	625	2.9%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50K

Tape Pos. 352-352
Format: I1

F2S50K R PLANS TO BE FULL-TIME HOMEMAKER

I plan to be a full-time homemaker

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	218	1.0%	6.4%
NO	2	3204	15.1%	93.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	628	3.0%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50L

Tape Pos. 353-353
Format: I1

F2S50L DOES NOT FEEL SCHOOL IS IMPORTANT

I do not feel that going on to school is important

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	436	2.1%	12.5%
NO	2	2987	14.1%	87.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	628	3.0%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50M

Tape Pos. 354-354
Format: I1

F2S50M R'S TEACHERS RECOMMEND WORK NOT SCHOOL

My counselor/teachers recommended that I work rather than continue my education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	195	0.9%	5.6%
NO	2	3228	15.2%	94.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	628	3.0%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 50N

Tape Pos. 355-355
Format: I1

F2S50N R HAS TO SUPPORT FAMILY

I need to help support my family

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	638	3.0%	18.9%
NO	2	2785	13.1%	81.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	626	3.0%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 51

Tape Pos. 356-356
Format: I1

F2S51 DOES R PLAN TO WORK FULL-TIME AFTER HS

Do you plan to work full-time right after high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2207	10.4%	65.4%
NO	2	1246	5.9%	34.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	597	2.8%	(MISS)
LEGITIMATE SKIP	9	13141	62.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 52

Tape Pos. 357-357
Format: I1

F2S52 DOES R HAVE FULL-TIME JOB SET UP POST HS

Do you have a regular, full-time job lined up after high school graduation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I'LL CONTINUE IN THE JOB I HAVE NOW	1	886	4.2%	39.7%
YES, I HAVE A NEW JOB LINED UP	2	370	1.7%	15.7%
NO, BUT I AM LOOKING FOR A JOB	3	704	3.3%	33.1%
NO, I HAVEN'T DONE ANYTHING YET TO GET A JOB	4	272	1.3%	11.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	571	2.7%	(MISS)
LEGITIMATE SKIP	9	14387	67.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 53

Please indicate which of the following people at your school helped you to select the jobs you will seek after graduation.

Question 53A

Tape Pos. 358-358
Format: I1

F2S53A VOC TEACHER HELPED R SELECT JOB

Vocational teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	396	1.9%	20.2%
NO	2	1293	6.1%	69.9%
SCHOOL DOES NOT HAVE	3	195	0.9%	9.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	649	3.1%	(MISS)
LEGITIMATE SKIP	9	14659	69.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

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Question   53B                          Tape Pos. 359-359
--------------                          Format: I1

F2S53B     VOC COUNSELOR HELPED R SELECT JOB

Vocational counselors

                                                       PER-   WGTD
    RESPONSE                    CODES       FREQ      CENT   PCT
   ----------                 ---------    -----     -----  -----
YES...........................      1        135     0.6%   6.4%
NO............................      2       1437     6.8%  78.2%
SCHOOL DOES NOT HAVE..........      3        297     1.4%  15.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..              3996    18.9% (MISS)
   MISSING....................      8        664     3.1% (MISS)
   LEGITIMATE SKIP............      9      14659    69.2% (MISS)
                                           -----    -----  -----
 TOTALS:                                   21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   53C                          Tape Pos. 360-360
--------------                          Format: I1

F2S53C     GUIDANCE COUNSELOR HELPED R SELECT JOB

Guidance counselors

                                                       PER-   WGTD
    RESPONSE                    CODES       FREQ      CENT   PCT
   ----------                 ---------    -----     -----  -----
YES...........................      1        235     1.1%  12.3%
NO............................      2       1558     7.4%  83.8%
SCHOOL DOES NOT HAVE..........      3         71     0.3%   3.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..              3996    18.9% (MISS)
   MULTIPLE RESPONSE..........      6          2     0.0% (MISS)
   MISSING....................      8        667     3.1% (MISS)
   LEGITIMATE SKIP............      9      14659    69.2% (MISS)
                                           -----    -----  -----
 TOTALS:                                   21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   53D                          Tape Pos. 361-361
--------------                          Format: I1

F2S53D     COACHES HELPED R SELECT JOB

Coaches

                                                       PER-   WGTD
    RESPONSE                    CODES       FREQ      CENT   PCT
   ----------                 ---------    -----     -----  -----
YES...........................      1         66     0.3%   3.7%
NO............................      2       1711     8.1%  91.8%
SCHOOL DOES NOT HAVE..........      3         78     0.4%   4.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..              3996    18.9% (MISS)
   MISSING....................      8        678     3.2% (MISS)
   LEGITIMATE SKIP............      9      14659    69.2% (MISS)
                                           -----    -----  -----
 TOTALS:                                   21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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--------------
Question   53E                          Tape Pos. 362-362
--------------                          Format: I1

F2S53E     OTHER TEACHERS HELPED R SELECT JOB

Math, science, English, or history/social studies teachers

                                                       PER-   WGTD
    RESPONSE                    CODES       FREQ      CENT   PCT
   ----------                 ---------    -----     -----  -----
YES...........................      1        134     0.6%   7.8%
NO............................      2       1719     8.1%  92.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..              3996    18.9% (MISS)
   MISSING....................      8        680     3.2% (MISS)
   LEGITIMATE SKIP............      9      14659    69.2% (MISS)
                                           -----    -----  -----
 TOTALS:                                   21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   53F                          Tape Pos. 363-363
--------------                          Format: I1

F2S53F     OTHER STAFF HELPED R SELECT JOB

Other school staff

                                                       PER-   WGTD
    RESPONSE                    CODES       FREQ      CENT   PCT
   ----------                 ---------    -----     -----  -----
YES...........................      1        184     0.9%   9.5%
NO............................      2       1681     7.9%  90.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..              3996    18.9% (MISS)
   MISSING....................      8        668     3.2% (MISS)
   LEGITIMATE SKIP............      9      14659    69.2% (MISS)
                                           -----    -----  -----
 TOTALS:                                   21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   54
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Have you used any of the following school services for
finding a regular, full-time job after high school
graduation?
```

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Question   54A                          Tape Pos. 364-364
--------------                          Format: I1

F2S54A     R USED INTEREST INVENTORY TO FIND JOB

Interest inventories (a checklist of student interests to
determine future job interest)

                                                       PER-   WGTD
    RESPONSE                    CODES       FREQ      CENT   PCT
   ----------                 ---------    -----     -----  -----
I HAVE USED...................      1        179     0.8%   9.0%
I HAVE NOT USED...............      2       1364     6.4%  73.6%
SCHOOL DOES NOT OFFER.........      3        329     1.6%  17.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..              3996    18.9% (MISS)
   MISSING....................      8        661     3.1% (MISS)
   LEGITIMATE SKIP............      9      14659    69.2% (MISS)
                                           -----    -----  -----
 TOTALS:                                   21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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--------------
Question   54B                          Tape Pos. 365-365
--------------                          Format: I1

F2S54B     R USED JOB LISINGS TO FIND JOB

Job listings

                                                       PER-   WGTD
    RESPONSE                    CODES       FREQ      CENT   PCT
   ----------                 ---------    -----     -----  -----
I HAVE USED...................      1        315     1.5%  16.7%
I HAVE NOT USED...............      2       1284     6.1%  66.5%
SCHOOL DOES NOT OFFER.........      3        274     1.3%  16.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..              3996    18.9% (MISS)
   MISSING....................      8        660     3.1% (MISS)
   LEGITIMATE SKIP............      9      14659    69.2% (MISS)
                                           -----    -----  -----
 TOTALS:                                   21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question 54C

Tape Pos. 366-366
Format: I1

F2S54C R USED JOB FAIRS TO FIND JOB

Job fairs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE USED	1	135	0.6%	6.9%
I HAVE NOT USED	2	1393	6.6%	73.1%
SCHOOL DOES NOT OFFER	3	340	1.6%	20.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	665	3.1%	(MISS)
LEGITIMATE SKIP	9	14659	69.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 54D

Tape Pos. 367-367
Format: I1

F2S54D R USED CAREER PLACEMENT TO FIND JOB

Career placement counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE USED	1	174	0.8%	8.3%
I HAVE NOT USED	2	1450	6.8%	78.8%
SCHOOL DOES NOT OFFER	3	245	1.2%	12.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	663	3.1%	(MISS)
LEGITIMATE SKIP	9	14659	69.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 54E

Tape Pos. 368-368
Format: I1

F2S54E R USED LETTERS OF RECOMMENDATION FOR JOB

Letters of recommendation

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE USED	1	202	1.0%	10.6%
I HAVE NOT USED	2	1522	7.2%	81.3%
SCHOOL DOES NOT OFFER	3	150	0.7%	8.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	659	3.1%	(MISS)
LEGITIMATE SKIP	9	14659	69.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 54F

Tape Pos. 369-369
Format: I1

F2S54F R USED PRACTICE INTERVIEWS FOR JOB

Practice interviews

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE USED	1	344	1.6%	17.4%
I HAVE NOT USED	2	1328	6.3%	71.2%
SCHOOL DOES NOT OFFER	3	201	0.9%	11.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	660	3.1%	(MISS)
LEGITIMATE SKIP	9	14659	69.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 54G

Tape Pos. 370-370
Format: I1

F2S54G R USED SCHOOL INTERVIEWS TO FIND JOB

School-arranged job interviews

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE USED	1	204	1.0%	9.8%
I HAVE NOT USED	2	1401	6.6%	74.8%
SCHOOL DOES NOT OFFER	3	268	1.3%	15.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	660	3.1%	(MISS)
LEGITIMATE SKIP	9	14659	69.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 55

Tape Pos. 371-372
Format: I2

F2S55 HOURLY WAGE R EXPECTS AT FIRST JOB

About how much money, hourly, do you expect to earn on your first regular, full-time job after high school graduation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN $4.25	01	73	0.3%	4.7%
$4.25 - 6.00	02	1237	5.8%	56.0%
$6.01 - 8.00	03	488	2.3%	21.7%
$8.01 - 10.00	04	191	0.9%	8.8%
$10.01 - 12.00	05	70	0.3%	4.2%
$12.01 - 14.00	06	20	0.1%	1.3%
$14.01 - 16.00	07	23	0.1%	1.0%
$16.01 OR MORE	08	55	0.3%	2.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
MISSING	98	646	3.0%	(MISS)
LEGITIMATE SKIP	99	14387	67.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 56

Tape Pos. 373-373
Format: I1

F2S56 R TO CONTINUE EDUCATION IN FUTURE

Do you plan to continue your education past high school at some time in the future?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO, I DON'T PLAN TO CONTINUE MY EDUCATION AFTER HIGH	1	604	2.9%	15.2%
YES, RIGHT AFTER HIGH SCHOOL	2	502	2.4%	11.3%
YES, AFTER STAYING OUT OF SCHOOL FOR ONE YEAR	3	1721	8.1%	38.8%
YES, AFTER STAYING OUT OF SCHOOL FOR OVER A YEAR	4	659	3.1%	17.0%
DON'T KNOW	5	727	3.4%	17.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	655	3.1%	(MISS)
LEGITIMATE SKIP	9	12319	58.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 57

At your high school, have you received....

Question 57A

Tape Pos. 374-374
Format: I1

F2S57A AT HS R REC'D HELP WITH SCHL APPLICATION

Help with filling out vocational/technical school or college applications?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7424	35.0%	45.3%
NO	2	8063	38.1%	52.6%
SCHOOL DOES NOT OFFER	3	333	1.6%	2.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	766	3.6%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 57B

Tape Pos. 375-375
Format: I1

F2S57B AT SCHOOL R REC'D HELP WITH FIN AID APP

Help with filling out financial aid forms?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5803	27.4%	37.3%
NO	2	9748	46.0%	61.0%
SCHOOL DOES NOT OFFER	3	261	1.2%	1.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	775	3.7%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 57C

Tape Pos. 376-376
Format: I1

F2S57C R REC'D HELP W/SCHOOL APPLICATION ESSAYS

Assistance in writing essays for vocational/technical school or college applications?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4891	23.1%	29.5%
NO	2	10540	49.7%	68.1%
SCHOOL DOES NOT OFFER	3	383	1.8%	2.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3956	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	773	3.6%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 57D

Tape Pos. 377-377
Format: I1

F2S57D R REC'D DAYS OFF TO VISIT SCHOOLS

Days off from school to visit vocational/technical schools or colleges?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6562	31.0%	39.9%
NO	2	8619	40.7%	55.7%
SCHOOL DOES NOT OFFER	3	638	3.0%	4.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	769	3.6%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 58

Have you done any of the following to learn about applying for financial aid?

Question 58A

Tape Pos. 378-378
Format: I1

F2S58A R TALKED TO TCHR/CNSLR ABOUT FIN AID

Talked with a high school teacher or guidance counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8353	39.4%	53.6%
NO	2	7401	34.9%	46.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	831	3.9%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 58B

Tape Pos. 379-379
Format: I1

F2S58B R TALKED TO SCHOOL REP ABOUT FIN AID

Talked with a representative from a vocational/technical school or college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5972	28.2%	38.5%
NO	2	9772	46.1%	61.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	842	4.0%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 58C

Tape Pos. 380-380
Format: I1

F2S58C R TALKED TO LOAN OFFICER ABOUT FIN AID

Talked with a loan officer at a bank

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	692	3.3%	4.6%
NO	2	15039	71.0%	95.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	856	4.0%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 58D

Tape Pos. 381-381
Format: I1

F2S58D R READ U.S. DEPT. OF ED INFO ON FIN AID

Read U.S. Department of Education information on financial aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3798	17.9%	24.6%
NO	2	11900	56.2%	75.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	890	4.2%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

BEST COPY AVAILABLE

Question 58E

Tape Pos. 382-382
Format: I1

F2S58E R READ INFO FROM SCHOOL ON FIN AID

Read info from a vocational/technical school or college about financial aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6897	32.6%	44.0%
NO	2	8815	41.6%	56.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	875	4.1%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 58F

Tape Pos. 383-383
Format: I1

F2S58F R READ ABOUT FIN AID THROUGH MILITARY

Read about financial aid available through military service

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3055	14.4%	20.2%
NO	2	12655	59.7%	79.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	875	4.1%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 58G

Tape Pos. 384-384
Format: I1

F2S58G R TALKED TO ADULT ABOUT FIN AID

Talked to a knowledgeable adult

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9211	43.5%	59.5%
NO	2	6508	30.7%	40.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	862	4.1%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 59

How important is or was each of the following in choosing a school you would like to attend?

Question 59A

Tape Pos. 385-385
Format: I1

F2S59A HOW IMPORTANT ARE COLLEGE EXPENSES

Low expenses (tuition, books, room and board)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	3449	16.3%	20.2%
SOMEWHAT IMPORTANT	2	7622	36.0%	48.4%
VERY IMPORTANT	3	4583	21.6%	31.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	931	4.4%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 59B

Tape Pos. 386-386
Format: I1

F2S59B HOW IMPORTANT IS FINANCIAL AID

Availability of financial aid, such as a school loan, scholarship, or grant

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	3451	16.3%	20.5%
SOMEWHAT IMPORTANT	2	5286	24.9%	33.4%
VERY IMPORTANT	3	6903	32.6%	46.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	943	4.5%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 59C

Tape Pos. 387-387
Format: I1

F2S59C HOW IMPORTANT ARE SPECIFIC COURSES

Availability of specific courses or curriculum

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	1149	5.4%	7.4%
SOMEWHAT IMPORTANT	2	4803	22.7%	30.4%
VERY IMPORTANT	3	9657	45.6%	62.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	976	4.6%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 59D

Tape Pos. 388-388
Format: I1

F2S59D HOW IMPORTANT IS COLLEGE ATHLETIC PROGRM

Strong reputation of the school's athletic programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	10020	47.3%	63.7%
SOMEWHAT IMPORTANT	2	4031	19.0%	26.4%
VERY IMPORTANT	3	1565	7.4%	9.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	10	0.0%	(MISS)
MISSING	8	962	4.5%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 59E

Tape Pos. 389-389
Format: I1

F2S59E HOW IMPORTANT IS SOCIAL LIFE AT SCHOOL

Active social life at the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	4165	19.7%	27.7%
SOMEWHAT IMPORTANT	2	8013	37.8%	51.0%
VERY IMPORTANT	3	3436	16.2%	21.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	967	4.6%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   59F                                 Tape Pos. 390-390
--------------                                 Format: I1

F2S59F     HOW IMPT ATTEND COLLEGE AND LIVE AT HOME

Ability to attend school while living at home

                                                         PER-   WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NOT IMPORTANT..................         1      8590    40.5%   52.0%
SOMEWHAT IMPORTANT.............         2      4083    19.3%   27.9%
VERY IMPORTANT.................         3      2940    13.9%   20.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         7     0.0% (MISS)
   MISSING....................          8       968     4.6% (MISS)
   LEGITIMATE SKIP............          9       604     2.9% (MISS)
                                              -----    -----   -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   59G                                 Tape Pos. 391-391
--------------                                 Format: I1

F2S59G     HOW IMPT ATTEND COLLEGE & NOT LIVE AT HM

Chance to live away from home

                                                         PER-   WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NOT IMPORTANT..................         1      5917    27.9%   38.9%
SOMEWHAT IMPORTANT.............         2      5995    28.3%   38.9%
VERY IMPORTANT.................         3      3689    17.4%   22.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         5     0.0% (MISS)
   MISSING....................          8       982     4.6% (MISS)
   LEGITIMATE SKIP............          9       604     2.9% (MISS)
                                              -----    -----   -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   59H                                 Tape Pos. 392-392
--------------                                 Format: I1

F2S59H     HOW IMPORTANT IS A RELIGIOUS ENVIRONMENT

A religious environment

                                                         PER-   WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NOT IMPORTANT..................         1     10791    50.9%   67.7%
SOMEWHAT IMPORTANT.............         2      3762    17.8%   24.8%
VERY IMPORTANT.................         3      1046     4.9%    7.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         9     0.0% (MISS)
   MISSING....................          8       980     4.6% (MISS)
   LEGITIMATE SKIP............          9       604     2.9% (MISS)
                                              -----    -----   -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   59I                                 Tape Pos. 393-393
--------------                                 Format: I1

F2S59I     HOW IMPORTANT IS A LOW CRIME ENVIRONMENT

A low-crime environment

                                                         PER-   WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NOT IMPORTANT..................         1      3782    17.8%   23.6%
SOMEWHAT IMPORTANT.............         2      6860    32.4%   43.9%
VERY IMPORTANT.................         3      4953    23.4%   32.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         8     0.0% (MISS)
   MISSING....................          8       985     4.6% (MISS)
   LEGITIMATE SKIP............          9       604     2.9% (MISS)
                                              -----    -----   -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   59J                                 Tape Pos. 394-394
--------------                                 Format: I1

F2S59J     HOW IMPORTANT IS COLLEGE JOB PLACEMENT

A good record in placing graduates in jobs

                                                         PER-   WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NOT IMPORTANT..................         1      1818     8.6%   11.7%
SOMEWHAT IMPORTANT.............         2      5524    26.1%   35.2%
VERY IMPORTANT.................         3      8254    39.0%   53.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         3     0.0% (MISS)
   MISSING....................          8       989     4.7% (MISS)
   LEGITIMATE SKIP............          9       604     2.9% (MISS)
                                              -----    -----   -----
 TOTALS:                                      21188   100.0% 100.0%
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Question   59K                                 Tape Pos. 395-395
--------------                                 Format: I1

F2S59K     HOW IMPORTANT IS GRAD SCHOOL PLACEMENT

A good record for placing graduates in graduate school

                                                         PER-   WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NOT IMPORTANT..................         1      3704    17.5%   25.0%
SOMEWHAT IMPORTANT.............         2      6147    29.0%   39.9%
VERY IMPORTANT.................         3      5704    26.9%   35.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MISSING....................          8      1033     4.9% (MISS)
   LEGITIMATE SKIP............          9       604     2.9% (MISS)
                                              -----    -----   -----
 TOTALS:                                      21188   100.0% 100.0%
```

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Question   59L                                 Tape Pos. 396-396
--------------                                 Format: I1

F2S59L     HOW IMPORTANT IS REPUTATION OF COLLEGE

Strong reputation of the school's academic programs

                                                         PER-   WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NOT IMPORTANT..................         1      1945     9.2%   13.7%
SOMEWHAT IMPORTANT.............         2      5660    26.7%   37.1%
VERY IMPORTANT.................         3      7956    37.5%   49.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6        11     0.1% (MISS)
   MISSING....................          8      1016     4.8% (MISS)
   LEGITIMATE SKIP............          9       604     2.9% (MISS)
                                              -----    -----   -----
 TOTALS:                                      21188   100.0% 100.0%
```

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Question   59M                                 Tape Pos. 397-397
--------------                                 Format: I1

F2S59M     HOW IMPORTANT EASY ADMISSION STANDARDS

Easy admission standards

                                                         PER-   WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NOT IMPORTANT..................         1      6595    31.1%   39.6%
SOMEWHAT IMPORTANT.............         2      6363    30.0%   42.7%
VERY IMPORTANT.................         3      2613    12.3%   17.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996    18.9% (MISS)
   MULTIPLE RESPONSE..........          6         5     0.0% (MISS)
   MISSING....................          8      1012     4.8% (MISS)
   LEGITIMATE SKIP............          9       604     2.9% (MISS)
                                              -----    -----   -----
 TOTALS:                                      21188   100.0% 100.0%
```

Question 59N

Tape Pos. 398-398
Format: I1

F2S59N HOW IMPT DEGREE TO GET JOB IN CHOSEN FLD

Availability of a degree program that will allow me to get a job in my chosen field

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT..................	1	1178	5.6%	7.7%
SOMEWHAT IMPORTANT.............	2	4065	19.2%	26.0%
VERY IMPORTANT.................	3	10330	48.8%	66.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	13	0.1%	(MISS)
MISSING....................	8	1002	4.7%	(MISS)
LEGITIMATE SKIP............	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 59O

Tape Pos. 399-399
Format: I1

F2S59O HOW IMPORTANT ETHNIC COMP OF SCHOOL

Racial/ethnic composition of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT..................	1	8909	42.0%	57.5%
SOMEWHAT IMPORTANT.............	2	5091	24.0%	32.2%
VERY IMPORTANT.................	3	1542	7.3%	10.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	4	0.0%	(MISS)
MISSING....................	8	1042	4.9%	(MISS)
LEGITIMATE SKIP............	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 59P

Tape Pos. 400-400
Format: I1

F2S59P HOW IMPORTANT SIZE OF SCHOOL

Size of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT..................	1	5939	28.0%	40.3%
SOMEWHAT IMPORTANT.............	2	7385	34.9%	46.3%
VERY IMPORTANT.................	3	2256	10.6%	13.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	4	0.0%	(MISS)
MISSING....................	8	1004	4.7%	(MISS)
LEGITIMATE SKIP............	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 59Q

Tape Pos. 401-401
Format: I1

F2S59Q HOW IMPORTANT LOCATION OF SCHOOL

Geographic location of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT..................	1	4486	21.2%	29.9%
SOMEWHAT IMPORTANT.............	2	7796	36.8%	49.8%
VERY IMPORTANT.................	3	3285	15.5%	20.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	1019	4.8%	(MISS)
LEGITIMATE SKIP............	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 59R

Tape Pos. 402-402
Format: I1

F2S59R HOW IMPT TO ATTEND SAME SCHL AS PARENTS

Ability to attend the same school my parents attended

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT..................	1	14226	67.1%	91.4%
SOMEWHAT IMPORTANT.............	2	1090	5.1%	7.0%
VERY IMPORTANT.................	3	259	1.2%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	1011	4.8%	(MISS)
LEGITIMATE SKIP............	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 60A

Tape Pos. 403-403
Format: I1

F2S60A R HAS APPLIED TO HOW MANY SCHOOLS

To how many schools have you applied?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE...........................	0	5597	26.4%	36.8%
1 SCHOOL.......................	1	4089	19.3%	24.8%
2 - 4 SCHOOLS..................	2	4947	23.3%	29.5%
5 OR MORE SCHOOLS..............	3	1744	8.2%	8.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	10	0.0%	(MISS)
MISSING....................	8	200	0.9%	(MISS)
LEGITIMATE SKIP............	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 60B

Write below the names & locations of the two schools to which you have applied that you are most likely to attend.

Question 60B1

Tape Pos. 404-409
Format: I6

F2S60B1 IPEDS CODE OF SCHOOL 1

School #1

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 60B1A

Tape Pos. 410-410
Format: I1

F2S60B1A R ACCEPTED AT SCHOOL ONE

Were you accepted? (School #1)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES............................	1	6570	31.0%	62.5%
NO.............................	2	246	1.2%	2.7%
DON'T KNOW.....................	3	3865	18.2%	34.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	16	0.1%	(MISS)
MISSING....................	8	293	1.4%	(MISS)
LEGITIMATE SKIP............	9	6201	29.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 6081B

Tape Pos. 411-411
Format: I1

F2S6081B R APPLIED FOR FIN AID SCHOOL ONE

Did you apply for financial aid? (School #1)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5894	27.8%	57.5%
NO	2	4735	22.3%	42.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	22	0.1%	(MISS)
MISSING	8	339	1.6%	(MISS)
LEGITIMATE SKIP	9	6201	29.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 6081C

Tape Pos. 412-412
Format: I1

F2S6081C R AWARDED FIN AID SCHOOL ONE

Were you awarded financial aid? (School #1)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1065	5.0%	18.0%
NO	2	366	1.7%	6.5%
DON'T KNOW	3	4453	21.0%	75.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	21	0.1%	(MISS)
MISSING	8	351	1.7%	(MISS)
LEGITIMATE SKIP	9	10936	51.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 6082

Tape Pos. 413-418
Format: I6

F2S6082 IPEDS CODE OF SCHOOL 2

School #2

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 6082A

Tape Pos. 419-419
Format: I1

F2S6082A R ACCEPTED AT SCHOOL TWO

Were you accepted? (School #2)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3221	15.2%	51.0%
NO	2	306	1.4%	5.1%
DON'T KNOW	3	2914	13.8%	43.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	22	0.1%	(MISS)
MISSING	8	439	2.1%	(MISS)
LEGITIMATE SKIP	9	10290	48.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 6082B

Tape Pos. 420-420
Format: I1

F2S6082B R APPLIED FOR FIN AID SCHOOL 2

Did you apply for financial aid? (School #2)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3087	14.6%	50.1%
NO	2	3318	15.7%	49.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	22	0.1%	(MISS)
MISSING	8	475	2.2%	(MISS)
LEGITIMATE SKIP	9	10290	48.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 6082C

Tape Pos. 421-421
Format: I1

F2S6082C R AWARDED FIN AID SCHOOL 2

Were you awarded financial aid? (School #2)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	453	2.1%	15.3%
NO	2	197	0.9%	6.3%
DON'T KNOW	3	2430	11.5%	78.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	23	0.1%	(MISS)
MISSING	8	480	2.3%	(MISS)
LEGITIMATE SKIP	9	13608	64.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 61

Tape Pos. 422-422
Format: I1

F2S61 TYPE OF SCHOOL R MOST LIKELY TO ATTEND

If you go to school, will you most likely attend a...

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FOUR-YEAR COLLEGE OR UNIVERSITY?	1	9782	46.2%	60.0%
TWO-YEAR JUNIOR/COMMUNITY COLLEGE: ACADEMIC PROGRAM?	2	2819	13.3%	19.3%
TWO-YEAR JUNIOR/COMMUNITY COLLEGE: TECHNICAL, VOCATIONAL OR TRADE PROGRAM?	3	1671	7.9%	11.7%
TECHNICAL, VOCATIONAL, OR TRADE SCHOOL?	4	1272	6.0%	9.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	20	0.1%	(MISS)
MISSING	8	1014	4.8%	(MISS)
LEGITIMATE SKIP	9	604	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 62

Tape Pos. 423-424
Format: I2

F2S62 FIELD R MOST LIKELY TO STUDY

Indicate the field that comes closest to what you would most like to study if you go to school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
AGRICULTURE (FOR EXAMPLE, AGRICULTURAL ECONOMICS, AGRONOMY, FORESTRY, AND SOILS)........................	01	199	0.9%	1.6%
ARCHITECTURE....................	02	261	1.2%	1.9%
ART (FOR EXAMPLE, ART APPRECIATION, DESIGN, DRAWING, PHOTOGRAPHY, GRAPHICS, AND SCULPTING)......	03	500	2.4%	3.7%
BIOLOGICAL SCIENCES (FOR EXAMPLE, BOTANY, ECOLOGY, AND ZOOLOGY)......................	04	459	2.2%	3.4%
BUSINESS (FOR EXAMPLE, ACCOUNTING, BUSINESS ADMINISTRATION, INDUSTRIAL MANAGEMENT, MARKETING, AND FINANCE).........................	05	2281	10.8%	17.8%
COMMUNICATIONS (FOR EXAMPLE, JOURNALISM, RADIO, AND TELEVISION).....................	06	459	2.2%	3.7%
COMPUTER & INFORMATION SCIENCE (FOR EXAMPLE, SYSTEM ANALYSIS)......................	07	346	1.6%	3.0%
EDUCATION (FOR EXAMPLE, SECONDARY EDUCATION, ELEMENTARY EDUCATION, AND PHYSICAL EDUCATION)...........	08	1059	5.0%	8.7%
ENGINEERING (FOR EXAMPLE, CHEMICAL ENGINEERING, CIVIL ENGINEERING, ELECTRICAL ENGINEERING, AND MECHANICAL ENGINEERING)..................	09	1147	5.4%	8.9%
ENGLISH (FOR EXAMPLE, CREATIVE WRITING, LINGUISTICS, LITERATURE, AND SPEECH AND DRAMA).............	10	289	1.4%	2.0%
ETHNIC STUDIES (FOR EXAMPLE, AFRICAN-AMERICAN STUDIES AND MEXICAN-AMERICAN STUDIES).....	11	18	0.1%	0.3%
FOREIGN LANGUAGES (FOR EXAMPLE, FRENCH, GERMAN, ITALIAN, LATIN, AND SPANISH)..	12	98	0.5%	0.6%
HEALTH OCCUPATIONS (FOR EXAMPLE NURSING, OPTOMETRY, AND PHARMACY).................	13	1115	5.3%	9.4%
HOME ECONOMICS (FOR EXAMPLE, DIETETICS, FAMILY AND CHILD DEVELOPMENT, AND TEXTILES AND CLOTHING)......................	14	101	0.5%	0.9%
INTERDISCIPLINARY STUDIES.....	15	. 34	0.2%	0.2%
MATHEMATICS (FOR EXAMPLE, CALCULUS AND STATISTICS)......	16	100	0.5%	0.8%
MUSIC (FOR EXAMPLE, MUSIC APPRECIATION AND COMPOSITION).	17	223	1.1%	1.9%
PHILOSOPHY OR RELIGION (FOR EXAMPLE, ETHICS, LOGIC, AND THEOLOGY)......................	18	51	0.2%	0.4%
PHYSICAL SCIENCE (FOR EXAMPLE, ASTRONOMY, BIOCHEMISTRY, CHEMISTRY, GEOLOGY, AND PHYSICS).........	19	262	1.2%	1.6%
PREPROFESSIONAL (FOR EXAMPLE, PRELAW, PREDENTISTRY, AND PREMEDICINE)..................	20	1237	5.8%	9.5%
PSYCHOLOGY....................	21	652	3.1%	5.3%
SOCIAL SCIENCES (FOR EXAMPLE, ANTHROPOLOGY, ECONOMICS, GOVERNMENT, HISTORY, POLITICAL SCIENCE, SOCIAL WORK, SOCIOLOGY, AND URBAN AFFAIRS).......................	22	647	3.1%	4.5%
OTHER.........................	23	1200	5.7%	9.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	96	171	0.8%	(MISS)
MISSING....................	98	736	3.5%	(MISS)
LEGITIMATE SKIP............	99	3547	16.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 63

Tape Pos. 425-426
Format: I2

F2S63 FIELD R MOST LIKELEY TO TRAIN IN

Indicate the field for which you are most likely to train if you go on to school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
AGRICULTURE, INCLUDING HORTICULTURE..................	01	60	0.3%	1.8%
AUTO MECHANICS................	02	269	1.3%	9.6%
AVIATION......................	03	71	0.3%	2.9%
ACCOUNTING....................	04	115	0.5%	4.4%
BUSINESS MANAGEMENT...........	05	152	0.7%	5.2%
SECRETARIAL & RELATED (FOR EXAMPLE, WORD PROCESSING AND TYPING)......................	06	190	0.9%	5.6%
OTHER BUSINESS & OFFICE.......	07	60	0.3%	2.4%
COMMERICAL ARTS (FOR EXAMPLE, DRAWING AND ADVERTISEMENTS....	08	113	0.5%	3.6%
COMPUTERS (FOR EXAMPLE, COMPUTER PROGRAMMING AND DATA PROCESSING)..................	09	175	0.8%	6.2%
CONSTRUCTION TRADES (CARPENTRY, ELECTRICAL, MASONRY, PLUMBING)............	10	115	0.5%	4.3%
COSMETOLOGY, HAIR STYLING.....	11	194	0.9%	6.7%
DRAFTING......................	12	91	0.4%	3.2%
ELECTRONICS...................	13	194	0.9%	5.9%
FOOD SERVICE (FOR EXAMPLE, COOK AND RESTAURANTEUR).......	14	48	0.2%	2.3%
HEALTH CARE (FOR EXAMPLE, MEDICAL OR DENTAL ASSISTING OCCUPATION AND PRACTICAL NURSING).....................	15	310	1.5%	9.6%
HOME ECONOMICS (FOR EXAMPLE, INCLUDING DIETETICS AND CHILD CARE..........................	16	51	0.2%	1.6%
HOTEL AND RESTAURANT MANAGEMENT....................	17	28	0.1%	1.2%
MARKETING AND DISTRIBUTION (FOR EXAMPLE, SALES OR MERCHANDISING)................	18	36	0.2%	1.1%
METAL WORKING (FOR EXAMPLE, MACHINE SHOP AND WELDING).....	19	83	0.4%	3.0%
PROTECTIVE SERVICES (FOR EXAMPLE, POLICE OFFICER OR SECURITY GUARD)...............	20	101	0.5%	2.8%
REFRIGERATION, HEATING, OR AIR CONDITIONING (REPAIR, INSTALLATION, OR MANUFACTURING)................	21	46	0.2%	1.9%
TRANSPORTATION AND MATERIALS MOVING (FOR EXAMPLE, TRUCK OR BUS DRIVING).................	22	21	0.1%	0.9%
OTHER.........................	23	416	2.0%	13.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	96	76	0.4%	(MISS)
MISSING....................	98	687	3.2%	(MISS)
LEGITIMATE SKIP............	99	13490	63.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: If a legitimate response exists in F2S62 and F2S63 was left blank, then F2S63 was recoded from blank to legitimate skip.

Question 64

Which of the categories below comes closest to describing the job or occupation that you expect or plan to have right after high school and when you are 30 years old? Even if you are not sure, circle your best guess.

Question 64A

Tape Pos. 427-428
Format: I2

F2S64A OCCUPATION R EXPECTS TO HAVE AFTER H.S.

Job after high school graduation

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT	01	1521	7.2%	9.5%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE CABLE INSTALLER, CARPENTER	02	449	2.1%	3.1%
FARMER, FARM MANAGER	03	174	0.8%	1.3%
FULL-TIME HOMEMAKER	04	78	0.4%	0.5%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER	05	1335	6.3%	8.6%
MANAGER SUCH AS A SALES MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT ADMINISTRATOR	06	511	2.4%	3.1%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES	07	769	3.6%	5.3%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER	08	252	1.2%	1.6%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN, BUT NOT INCLUDING SCHOOL TEACHER	09	710	3.4%	4.3%
PROFESSIONAL SUCH AS MINISTER, DENTIST, DOCTOR, LAWYER, SCIENTIST, COLLEGE TEACHER	10	200	0.9%	1.0%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR	11	129	0.6%	0.8%
PROTECTIVE SERVICES SUCH AS POLICE OFFICER, FIREFIGHTER	12	191	0.9%	1.2%
SALES SUCH AS SALES REPRESENTATIVE, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	13	524	2.5%	3.3%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE	14	242	1.1%	1.6%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR	15	1316	6.2%	8.9%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON	16	303	1.4%	2.1%
NOT PLANNING TO WORK	17	424	2.0%	2.5%
OTHER	18	1797	8.5%	11.3%
WILL BE IN SCHOOL	19	5182	24.5%	30.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	412	1.9%	(MISS)
REFUSED	97	36	0.2%	(MISS)
MISSING	98	637	3.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable was recoded to maintain comparability with prior rounds of NELS:88 and HS&B. Please note that the corresponding variable in the F2 dropout codebook, variable F2D40A, was not recoded.

Question 64B

Tape Pos. 429-430
Format: I2

F2S64B OCCUPATION R EXPECTS TO HAVE AT AGE 30

Job at 30

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT	01	526	2.5%	3.2%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE CABLE INSTALLER, CARPENTER	02	410	1.9%	2.7%
FARMER, FARM MANAGER	03	140	0.7%	1.1%
FULL-TIME HOMEMAKER	04	171	0.8%	1.1%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER	05	110	0.5%	0.7%
MANAGER SUCH AS A SALES MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT ADMINISTRATOR	06	858	4.0%	5.3%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES	07	396	1.9%	2.9%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER	08	159	0.8%	1.2%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN, BUT NOT INCLUDING SCHOOL TEACHER	09	4339	20.5%	26.9%
PROFESSIONAL SUCH AS MINISTER, DENTIST, DOCTOR, LAWYER, SCIENTIST, COLLEGE TEACHER	10	3191	15.1%	17.3%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR	11	970	4.6%	6.1%
PROTECTIVE SERVICES SUCH AS POLICE OFFICER, FIREFIGHTER	12	598	2.8%	3.7%
SALES SUCH AS SALES REPRESENTATIVE, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	13	273	1.3%	1.6%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE	14	1182	5.6%	7.2%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR	15	363	1.7%	2.7%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON	16	848	4.0%	5.4%
NOT PLANNING TO WORK	17	42	0.2%	0.2%
OTHER	18	1623	7.7%	10.2%
WILL BE BE IN SCHOOL	19	37	0.2%	0.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	442	2.1%	(MISS)
REFUSED	97	24	0.1%	(MISS)
MISSING	98	490	2.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 65

Tape Pos. 431-432
Format: I2

F2S65 EXPECTED EDUCATION R NEEDS FOR JOB AT 30

How much education do you think you need to get the job you expect or plan to have when you are 30 years old?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO HIGH SCHOOL	00	77	0.4%	0.5%
SOME HIGH SCHOOL	01	36	0.2%	0.3%
HIGH SCHOOL DIPLOMA	02	756	3.6%	5.6%
LESS THAN TWO YEARS OF VOCATIONAL, TRADE, OR BUSINESS SCHOOL	03	495	2.3%	3.3%
TWO YEARS OR MORE OF VOCATIONAL, TRADE, OR BUSINESS SCHOOL	04	1062	5.0%	7.4%
A DEGREE FROM A VOCATIONAL, TRADE, OR BUSINESS SCHOOL	05	829	3.9%	5.6%
SOME COLLEGE EDUCATION	06	396	1.9%	2.5%
2 YEAR COLLEGE DEGREE	07	1169	5.5%	7.7%
4 OR 5 YEAR COLLEGE DEGREE	08	6031	28.5%	37.5%
GRADUATE DEGREE (MASTER'S OR PH.D.)	09	3465	16.4%	19.8%
PROFESSIONAL DEGREE (J.D. OR M.D.)	10	1778	8.4%	9.5%
NOT PLANNING TO WORK	11	73	0.3%	0.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	1034	4.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

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IV. YOUR OPINIONS ABOUT YOURSELF AND YOUR ATTITUDES

Question 66

How do you feel about the following statements?

Question 66A

Tape Pos. 433-433
Format: I1

F2S66A R FEELS GOOD ABOUT HIM/HERSELF

I feel good about myself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	6370	30.1%	41.9%
AGREE	2	7988	37.7%	52.0%
DISAGREE	3	845	4.0%	5.0%
STRONGLY DISAGREE	4	175	0.8%	1.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	1810	8.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66B

Tape Pos. 434-434
Format: I1

F2S66B R DOESN'T HAVE ENOUGH CONTROL OVER LIFE

I don't have enough control over the direction my life is taking

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	739	3.5%	5.4%
AGREE	2	2493	11.8%	16.6%
DISAGREE	3	7976	37.6%	51.6%
STRONGLY DISAGREE	4	4114	19.4%	26.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1863	8.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66C

Tape Pos. 435-435
Format: I1

F2S66C GOOD LUCK MORE IMPORTANT THAN HARD WORK

In my life, good luck is more important than hard work for success

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	428	2.0%	2.6%
AGREE	2	1241	5.9%	8.3%
DISAGREE	3	8512	40.2%	55.5%
STRONGLY DISAGREE	4	5113	24.1%	33.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1891	8.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66D

Tape Pos. 436-436
Format: I1

F2S66D R FEELS S/HE IS A PERSON OF WORTH

I feel I am a person of worth, the equal of other people

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	6384	30.1%	41.4%
AGREE	2	7873	37.2%	51.8%
DISAGREE	3	746	3.5%	5.3%
STRONGLY DISAGREE	4	216	1.0%	1.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	1967	9.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66E

Tape Pos. 437-437
Format: I1

F2S66E R ABLE TO DO THINGS AS WELL AS OTHERS

I am able to do things as well as most other people

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	6096	28.8%	40.0%
AGREE	2	8241	38.9%	54.0%
DISAGREE	3	746	3.5%	5.0%
STRONGLY DISAGREE	4	151	0.7%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	11	0.1%	(MISS)
MISSING	8	1947	9.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66F

Tape Pos. 438-438
Format: I1

F2S66F WHEN GETTING AHEAD SOMEBODY/THING STOP R

Every time I try to get ahead, something or somebody stops me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	572	2.7%	4.0%
AGREE	2	2806	13.2%	19.2%
DISAGREE	3	9318	44.0%	60.7%
STRONGLY DISAGREE	4	2573	12.1%	16.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1916	9.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66G

Tape Pos. 439-439
Format: I1

F2S66G R FEELS PLANS HARDLY EVER WORK OUT

My plans hardly ever work out, so planning only makes me unhappy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	543	2.6%	4.1%
AGREE	2	2244	10.6%	15.6%
DISAGREE	3	8968	42.3%	58.3%
STRONGLY DISAGREE	4	3460	16.3%	22.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1970	9.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66H

Tape Pos. 440-440
Format: I1

F2S66H ON THE WHOLE R'S SATISFIED WITH SELF

On the whole, I am satisfied with myself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	5219	24.6%	33.9%
AGREE	2	8285	39.1%	54.4%
DISAGREE	3	1494	7.1%	10.0%
STRONGLY DISAGREE	4	245	1.2%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	14	0.1%	(MISS)
MISSING	8	1935	9.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66I

Tape Pos. 441-441
Format: I1

F2S66I R FEELS USELESS AT TIMES

I feel useless at times

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	702	3.3%	4.8%
AGREE	2	5935	28.0%	38.4%
DISAGREE	3	6308	29.8%	41.5%
STRONGLY DISAGREE	4	2308	10.9%	15.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1937	9.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66J

Tape Pos. 442-442
Format: I1

F2S66J AT TIMES R THINKS S/HE IS NO GOOD AT ALL

At times I think I am no good at all

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	668	3.2%	4.3%
AGREE	2	4186	19.8%	27.3%
DISAGREE	3	6615	31.2%	43.3%
STRONGLY DISAGREE	4	3720	17.6%	25.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	1997	9.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66K

Tape Pos. 443-443
Format: I1

F2S66K WHEN MAKE PLANS R'S CERTAIN THEY WORK

When I make plans, I am almost certain I can make them work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2893	13.7%	18.7%
AGREE	2	9721	45.9%	63.6%
DISAGREE	3	2347	11.1%	15.8%
STRONGLY DISAGREE	4	250	1.2%	1.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	1977	9.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66L

Tape Pos. 444-444
Format: I1

F2S66L R DOES NOT HAVE MUCH TO BE PROUD OF

I feel I do not have much to be proud of

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	504	2.4%	3.3%
AGREE	2	1641	7.7%	11.5%
DISAGREE	3	7620	36.0%	49.8%
STRONGLY DISAGREE	4	5433	25.6%	35.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1987	9.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 66M

Tape Pos. 445-445
Format: I1

F2S66M CHANCE, LUCK VERY IMPORTANT FOR R'S LIFE

Chance and luck are very important for what happens in my life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	735	3.5%	4.9%
AGREE	2	3206	15.1%	21.4%
DISAGREE	3	7465	35.2%	49.0%
STRONGLY DISAGREE	4	3816	18.0%	24.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	1964	9.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67

Think about how you see your future. What are the chances...

Question 67A

Tape Pos. 446-446
Format: I1

F2S67A CHANCES THAT R WILL GRADUATE FROM H.S.

You will have graduated from high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	98	0.5%	0.7%
LOW	2	83	0.4%	0.6%
ABOUT FIFTY-FIFTY	3	485	2.3%	4.0%
HIGH	4	1419	6.7%	9.7%
VERY HIGH	5	13140	62.0%	85.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	1967	9.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67B

Tape Pos. 447-447
Format: I1

F2S67B CHANCES THAT R WILL GO TO COLLEGE

You will go to college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	592	2.8%	4.8%
LOW	2	634	3.0%	4.4%
ABOUT FIFTY-FIFTY	3	1523	7.2%	11.3%
HIGH	4	2686	12.7%	19.0%
VERY HIGH	5	9765	46.1%	60.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1990	9.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67C

Tape Pos. 448-448
Format: I1

F2S67C CHANCES THAT R HAVE A JOB THAT PAYS WELL

You will have a job that pays well?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	74	0.3%	0.6%
LOW	2	211	1.0%	1.5%
ABOUT FIFTY-FIFTY	3	2947	13.9%	20.7%
HIGH	4	5919	27.9%	39.3%
VERY HIGH	5	6015	28.4%	37.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	2023	9.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question 67D

Tape Pos. 449-449
Format: I1

F2S67D CHANCES THAT R WILL BE ABLE TO OWN HOME

You will be able to own your own home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	162	0.8%	1.1%
LOW	2	538	2.5%	3.9%
ABOUT FIFTY-FIFTY	3	2903	13.7%	20.6%
HIGH	4	5547	26.2%	36.4%
VERY HIGH	5	6041	28.5%	37.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1996	9.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67E

Tape Pos. 450-450
Format: I1

F2S67E CHANCES R WILL HAVE A JOB S/HE ENJOYS

You will have a job that you enjoy doing?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	80	0.4%	0.5%
LOW	2	218	1.0%	1.6%
ABOUT FIFTY-FIFTY	3	2180	10.3%	14.8%
HIGH	4	5959	28.1%	40.2%
VERY HIGH	5	6738	31.8%	42.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	2011	9.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67F

Tape Pos. 451-451
Format: I1

F2S67F CHANCES R WILL HAVE A HAPPY FAMILY LIFE

You will have a happy family life?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	105	0.5%	0.7%
LOW	2	223	1.1%	1.4%
ABOUT FIFTY-FIFTY	3	2456	11.6%	16.7%
HIGH	4	6022	28.4%	40.2%
VERY HIGH	5	6359	30.0%	41.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	2020	9.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67G

Tape Pos. 452-452
Format: I1

F2S67G CHANCES R WILL STAY IN GOOD HEALTH

You will stay in good health most of the time?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	87	0.4%	0.6%
LOW	2	261	1.2%	1.7%
ABOUT FIFTY-FIFTY	3	2812	13.3%	20.0%
HIGH	4	6841	32.3%	44.7%
VERY HIGH	5	5156	24.3%	33.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	2031	9.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67H

Tape Pos. 453-453
Format: I1

F2S67H CHANCES R WILL BE ABLE TO LIVE ANYWHERE

You will be able to live wherever you want in the country?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	264	1.2%	1.9%
LOW	2	1107	5.2%	7.1%
ABOUT FIFTY-FIFTY	3	4549	21.5%	31.2%
HIGH	4	5072	23.9%	32.8%
VERY HIGH	5	4174	19.7%	27.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	2023	9.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67I

Tape Pos. 454-454
Format: I1

F2S67I CHANCES R WILL BE RESPECTED IN COMMUNITY

You will be respected in your community?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	115	0.5%	0.7%
LOW	2	357	1.7%	2.4%
ABOUT FIFTY-FIFTY	3	3648	17.2%	25.5%
HIGH	4	6709	31.7%	43.7%
VERY HIGH	5	4315	20.4%	27.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	2046	9.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67J

Tape Pos. 455-455
Format: I1

F2S67J CHANCES R WILL HAVE FRIENDS TO COUNT ON

You will have good friends you can count on?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	100	0.5%	0.7%
LOW	2	262	1.2%	2.0%
ABOUT FIFTY-FIFTY	3	2151	10.2%	15.1%
HIGH	4	6507	30.7%	43.4%
VERY HIGH	5	6128	28.9%	38.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	2043	9.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67K

Tape Pos. 456-456
Format: I1

F2S67K CHANCES R'S LIFE BETTER THAN PARENTS

Life will turn out better for you than it has for your parents?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	134	0.6%	0.9%
LOW	2	493	2.3%	3.0%
ABOUT FIFTY-FIFTY	3	5017	23.7%	33.8%
HIGH	4	5416	25.6%	36.0%
VERY HIGH	5	4040	19.1%	26.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	2091	9.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 67L

Tape Pos. 457-457
Format: I1

F2S67L CHANCE R'S CHILDREN LIFE BETTER THAN R'S

Your children will have a better life than you had?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	232	1.1%	1.6%
LOW	2	428	2.0%	2.7%
ABOUT FIFTY-FIFTY	3	4713	22.2%	30.9%
HIGH	4	5221	24.6%	34.3%
VERY HIGH	5	4481	21.1%	30.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	2112	10.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 68

Among your close friends, how important is it to them that they....

Question 68A

Tape Pos. 458-458
Format: I1

F2S68A IMPORTANT TO ATTEND CLASSES REGULARLY

Attend classes regularly?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	1141	5.4%	7.2%
SOMEWHAT IMPORTANT	2	6545	30.9%	42.4%
VERY IMPORTANT	3	8213	38.8%	50.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1291	6.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 68B

Tape Pos. 459-459
Format: I1

F2S68B AMONG FRIENDS, HOW IMPORTANT TO STUDY

Study?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	1770	8.4%	11.1%
SOMEWHAT IMPORTANT	2	8268	39.0%	53.3%
VERY IMPORTANT	3	5840	27.6%	35.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1309	6.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 68C

Tape Pos. 460-460
Format: I1

F2S68C AMONG FRIENDS, HOW IMPORTANT PLAY SPORTS

Play sports?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	6101	28.8%	39.2%
SOMEWHAT IMPORTANT	2	6299	29.7%	39.0%
VERY IMPORTANT	3	3477	16.4%	21.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	1309	6.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 68D

Tape Pos. 461-461
Format: I1

F2S68D AMONG FRIENDS, HOW IMP GET GOOD GRADES

Get good grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	1200	5.7%	7.7%
SOMEWHAT IMPORTANT	2	6998	33.0%	44.2%
VERY IMPORTANT	3	7655	36.1%	48.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1332	6.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 68E

Tape Pos. 462-462
Format: I1

F2S68E IMPORTANT TO BE POPULAR WITH STUDENTS

Be popular/well-liked by others?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	3270	15.4%	21.5%
SOMEWHAT IMPORTANT	2	8022	37.9%	49.8%
VERY IMPORTANT	3	4570	21.6%	28.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1323	6.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 68F

Tape Pos. 463-463
Format: I1

F2S68F AMONG FRIENDS HOW IMPORTANT TO FINISH HS

Finish high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	475	2.2%	3.0%
SOMEWHAT IMPORTANT	2	2135	10.1%	14.7%
VERY IMPORTANT	3	13240	62.5%	82.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1337	6.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 68G

Tape Pos. 464-464
Format: I1

F2S68G IMPORTANT TO HAVE STEADY BOY/GIRLFRIEND

Have a steady boyfriend/girlfriend?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	4843	22.9%	29.9%
SOMEWHAT IMPORTANT	2	8605	40.6%	54.1%
VERY IMPORTANT	3	2402	11.3%	15.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	1339	6.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 68H

Tape Pos. 465-465
Format: I1

F2S68H IMPORTANT TO CONTINUE EDUCATION PAST HS

Continue their education past high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	1312	6.2%	8.5%
SOMEWHAT IMPORTANT	2	5082	24.0%	34.3%
VERY IMPORTANT	3	9451	44.6%	57.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1346	6.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   68I                                       Tape Pos. 466-466
--------------                                       Format: I1

F2S68I     IMP TO PARTICIPATE IN RELIGIOUS ACTIVITY

Participate in religious activities?

                                                            PER-    WGTD
    RESPONSE                           CODES       FREQ    CENT    PCT
    ----------                       --------     -----   -----   -----
NOT AT ALL IMPORTANT...........             1      8593   40.6%   53.3%
SOMEWHAT IMPORTANT.............             2      5749   27.1%   37.0%
VERY IMPORTANT.................             3      1484    7.0%    9.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                     3996   18.9%  (MISS)
   MULTIPLE RESPONSE..........              6         5    0.0%  (MISS)
   MISSING....................              8      1361    6.4%  (MISS)
                                                  -----   -----   -----
 TOTALS:                                          21188  100.0%  100.0%
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Question   68J                                       Tape Pos. 467-467
--------------                                       Format: I1

F2S68J     IMPORTANT TO DO COMMUNITY WORK/VOLUNTEER

Do community work or volunteering?

                                                            PER-    WGTD
    RESPONSE                           CODES       FREQ    CENT    PCT
    ----------                       --------     -----   -----   -----
NOT AT ALL IMPORTANT...........             1     10025   47.3%   63.3%
SOMEWHAT IMPORTANT.............             2      5146   24.3%   32.6%
VERY IMPORTANT.................             3       657    3.1%    4.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                     3996   18.9%  (MISS)
   MULTIPLE RESPONSE..........              6         3    0.0%  (MISS)
   MISSING....................              8      1361    6.4%  (MISS)
                                                  -----   -----   -----
 TOTALS:                                          21188  100.0%  100.0%
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Question   68K                                       Tape Pos. 468-468
--------------                                       Format: I1

F2S68K     AMONG FRIENDS, HOW IMPORTANT TO HAVE JOB

Have a regular job?

                                                            PER-    WGTD
    RESPONSE                           CODES       FREQ    CENT    PCT
    ----------                       --------     -----   -----   -----
NOT AT ALL IMPORTANT...........             1      3423   16.2%   19.6%
SOMEWHAT IMPORTANT.............             2      7979   37.7%   50.8%
VERY IMPORTANT.................             3      4429   20.9%   29.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                     3996   18.9%  (MISS)
   MULTIPLE RESPONSE..........              6         5    0.0%  (MISS)
   MISSING....................              8      1356    6.4%  (MISS)
                                                  -----   -----   -----
 TOTALS:                                          21188  100.0%  100.0%
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Question   68L                                       Tape Pos. 469-469
--------------                                       Format: I1

F2S68L     IMPORTANT TO GET TOGETHER WITH FRIENDS

Get together with friends?

                                                            PER-    WGTD
    RESPONSE                           CODES       FREQ    CENT    PCT
    ----------                       --------     -----   -----   -----
NOT AT ALL IMPORTANT...........             1       534    2.5%    3.4%
SOMEWHAT IMPORTANT.............             2      5857   27.6%   37.6%
VERY IMPORTANT.................             3      9439   44.5%   59.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                     3996   18.9%  (MISS)
   MULTIPLE RESPONSE..........              6         3    0.0%  (MISS)
   MISSING....................              8      1359    6.4%  (MISS)
                                                  -----   -----   -----
 TOTALS:                                          21188  100.0%  100.0%
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Question   68M                                       Tape Pos. 470-470
--------------                                       Format: I1

F2S68M     AMONG FRIENDS, HOW IMPORTANT GO TO PARTY

Go to parties?

                                                            PER-    WGTD
    RESPONSE                           CODES       FREQ    CENT    PCT
    ----------                       --------     -----   -----   -----
NOT AT ALL IMPORTANT...........             1      3074   14.5%   20.5%
SOMEWHAT IMPORTANT.............             2      6988   33.0%   44.0%
VERY IMPORTANT.................             3      5765   27.2%   35.5%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                     3996   18.9%  (MISS)
   MULTIPLE RESPONSE..........              6         6    0.0%  (MISS)
   MISSING....................              8      1359    6.4%  (MISS)
                                                  -----   -----   -----
 TOTALS:                                          21188  100.0%  100.0%
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Question   68N                                       Tape Pos. 471-471
--------------                                       Format: I1

F2S68N     HOW IMPORTANT TO HAVE SEXUAL RELATIONS

Have sexual relations?

                                                            PER-    WGTD
    RESPONSE                           CODES       FREQ    CENT    PCT
    ----------                       --------     -----   -----   -----
NOT AT ALL IMPORTANT...........             1      6264   29.6%   39.3%
SOMEWHAT IMPORTANT.............             2      6281   29.6%   39.6%
VERY IMPORTANT.................             3      3214   15.2%   21.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                     3996   18.9%  (MISS)
   MULTIPLE RESPONSE..........              6         5    0.0%  (MISS)
   MISSING....................              8      1428    6.7%  (MISS)
                                                  -----   -----   -----
 TOTALS:                                          21188  100.0%  100.0%
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Question   68O                                       Tape Pos. 472-472
--------------                                       Format: I1

F2S68O     AMONG FRIENDS, HOW IMPORTANT USE DRUGS

Use drugs?

                                                            PER-    WGTD
    RESPONSE                           CODES       FREQ    CENT    PCT
    ----------                       --------     -----   -----   -----
NOT AT ALL IMPORTANT...........             1     13497   63.7%   85.5%
SOMEWHAT IMPORTANT.............             2      1764    8.3%   11.2%
VERY IMPORTANT.................             3       533    2.5%    3.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                     3996   18.9%  (MISS)
   MULTIPLE RESPONSE..........              6         5    0.0%  (MISS)
   MISSING....................              8      1393    6.6%  (MISS)
                                                  -----   -----   -----
 TOTALS:                                          21188  100.0%  100.0%
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Question   68P                                       Tape Pos. 473-473
--------------                                       Format: I1

F2S68P     AMONG FRIENDS, HOW IMPORTANT TO DRINK

Drink alcoholic beverages?

                                                            PER-    WGTD
    RESPONSE                           CODES       FREQ    CENT    PCT
    ----------                       --------     -----   -----   -----
NOT AT ALL IMPORTANT...........             1      8738   41.2%   56.3%
SOMEWHAT IMPORTANT.............             2      5394   25.5%   33.7%
VERY IMPORTANT.................             3      1660    7.8%   10.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                     3996   18.9%  (MISS)
   MULTIPLE RESPONSE..........              6         6    0.0%  (MISS)
   MISSING....................              8      1394    6.6%  (MISS)
                                                  -----   -----   -----
 TOTALS:                                          21188  100.0%  100.0%
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Question   68Q                                       Tape Pos. 474-474
--------------                                       Format: I1

F2S68Q     AMONG FRIENDS, HOW IMPORTANT MAKE MONEY

Make money?

                                                            PER-    WGTD
    RESPONSE                           CODES       FREQ    CENT    PCT
    ----------                       --------     -----   -----   -----
NOT AT ALL IMPORTANT...........             1      1639    7.7%   10.1%
SOMEWHAT IMPORTANT.............             2      5781   27.3%   35.5%
VERY IMPORTANT.................             3      8402   39.7%   54.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                     3996   18.9%  (MISS)
   MULTIPLE RESPONSE..........              6         3    0.0%  (MISS)
   MISSING....................              8      1367    6.5%  (MISS)
                                                  -----   -----   -----
 TOTALS:                                          21188  100.0%  100.0%
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Question   69
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How many of your friends....
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Question 69A

Tape Pos. 475-475
Format: I1

F2S69A # R'S FRIENDS WHO DROPPED OUT OF HS

Dropped out of school without graduating?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	9375	44.2%	56.8%
A FEW OF THEM	2	4894	23.1%	33.5%
SOME OF THEM	3	984	4.6%	7.4%
MOST OF THEM	4	252	1.2%	1.9%
ALL OF THEM	5	69	0.3%	0.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1616	7.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 69B

Tape Pos. 476-476
Format: I1

F2S69B # R'S FRIENDS W/NO PLANS FOR COLLEGE

Have no plans to go to college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	5297	25.0%	30.2%
A FEW OF THEM	2	5691	26.9%	39.1%
SOME OF THEM	3	2374	11.2%	16.5%
MOST OF THEM	4	1449	6.8%	9.9%
ALL OF THEM	5	708	3.3%	4.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	1669	7.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 69C

Tape Pos. 477-477
Format: I1

F2S69C # R'S FRIENDS TO WORK FULL-TIME POST HS

Plan to have a regular full-time job after high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	3780	17.8%	20.8%
A FEW OF THEM	2	4638	21.9%	29.9%
SOME OF THEM	3	3365	15.9%	[illegible]
MOST OF THEM	4	2544	12.0%	[illegible]
ALL OF THEM	5	1114	5.3%	6.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	1745	8.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 69D

Tape Pos. 478-478
Format: I1

F2S69D # R'S FRIENDS TO ATTEND 2 YR CC/TECH SCL

Plan to attend a two-year community college or technical school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	3393	16.0%	18.8%
A FEW OF THEM	2	4727	22.3%	31.5%
SOME OF THEM	3	4909	23.2%	33.2%
MOST OF THEM	4	2095	9.9%	14.4%
ALL OF THEM	5	308	1.5%	2.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1758	8.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 69E

Tape Pos. 479-479
Format: I1

F2S69E # R'S FRIENDS TO ATTEND 4 YR SCHOOL

Plan to attend a four-year college or university

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	968	4.6%	6.7%
A FEW OF THEM	2	2482	11.7%	17.8%
SOME OF THEM	3	3124	14.7%	21.2%
MOST OF THEM	4	6466	30.5%	42.0%
ALL OF THEM	5	2461	11.6%	12.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	10	0.0%	(MISS)
MISSING	8	1681	7.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 70

Tape Pos. 480-480
Format: I1

F2S70 # R'S FRIENDS THAT BELONG TO GANGS

How many of your friends belong to gangs?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	12846	60.6%	86.3%
SOME OF THEM	2	1697	8.0%	11.8%
ALL OF THEM	3	289	1.4%	1.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	2360	11.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 71

Tape Pos. 481-481
Format: I1

F2S71 DOES R BELONG TO A GANG

Do you belong to a gang?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	431	2.0%	2.9%
NO	2	14404	68.0%	97.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	2357	11.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 72

At what age do you expect to...

Question 72A

Tape Pos. 482-483
Format: I2

F2S72A AGE R EXPECTS TO GET MARRIED

Get married?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T EXPECT TO DO THIS	01	698	3.3%	4.6%
HAVE ALREADY DONE THIS	02	146	0.7%	1.0%
UNDER 18	03	57	0.3%	0.4%
18-21	04	1726	8.1%	13.0%
22-25	05	7154	33.8%	48.7%
26-29	06	4128	19.5%	26.4%
30 OR OLDER	07	815	3.8%	6.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	8	0.0%	(MISS)
MISSING	98	2460	11.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 72B

Tape Pos. 484-485
Format: I2

F2S72B AGE R EXPECTS TO HAVE FIRST CHILD

Have first child?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T EXPECT TO DO THIS	01	1028	4.9%	7.1%
HAVE ALREADY DONE THIS	02	388	1.8%	3.0%
UNDER 18	03	88	0.4%	0.6%
18-21	04	734	3.5%	5.6%
22-25	05	4124	19.5%	29.6%
26-29	06	6315	29.8%	41.4%
30 OR OLDER	07	1959	9.2%	12.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	13	0.1%	(MISS)
MISSING	98	2543	12.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 72C

Tape Pos. 486-487
Format: I2

F2S72C AGE R EXPECTS TO HAVE FIRST F-T JOB

Start your first regular full-time (not summer) job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T EXPECT TO DO THIS	01	104	0.5%	0.8%
HAVE ALREADY DONE THIS	02	731	3.5%	5.5%
UNDER 18	03	702	3.3%	5.3%
18-21	04	4713	22.2%	34.3%
22-25	05	6647	31.4%	43.4%
26-29	06	1598	7.5%	9.7%
30 OR OLDER	07	183	0.9%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	6	0.0%	(MISS)
MISSING	98	2508	11.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 72D

Tape Pos. 488-489
Format: I2

F2S72D AGE R EXPECTS TO HAVE OWN HOME/APT

Live in your own home or apartment?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T EXPECT TO DO THIS	01	95	0.4%	0.6%
HAVE ALREADY DONE THIS	02	326	1.5%	2.5%
UNDER 18	03	311	1.5%	2.1%
18-21	04	6064	28.6%	42.8%
22-25	05	6143	29.0%	40.9%
26-29	06	1411	6.7%	9.1%
30 OR OLDER	07	302	1.4%	2.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	5	0.0%	(MISS)
MISSING	98	2535	12.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 72E

Tape Pos. 490-491
Format: I2

F2S72E AGE R EXPECTS TO FINISH EDUCATION

Finish your education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T EXPECT TO DO THIS	01	104	0.5%	0.8%
HAVE ALREADY DONE THIS	02	116	0.5%	0.9%
UNDER 18	03	507	2.4%	3.5%
18-21	04	3820	18.0%	28.0%
22-25	05	7724	36.5%	51.3%
26-29	06	2045	9.7%	12.8%
30 OR OLDER	07	359	1.7%	2.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	3	0.0%	(MISS)
MISSING	98	2514	11.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 73

Tape Pos. 492-493
Format: I2

F2S73 R'S CURRENT MARITAL STATUS

What is your current marital status?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SINGLE, NEVER MARRIED	01	14716	69.5%	94.3%
MARRIED	02	277	1.3%	1.8%
DIVORCED/SEPARATED	03	30	0.1%	0.2%
WIDOWED	04	21	0.1%	0.1%
NOT MARRIED BUT LIVING IN A MARRIAGE-LIKE RELATIONSHIP	05	304	1.4%	1.9%
OTHER	06	245	1.2%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	8	0.0%	(MISS)
MISSING	98	1591	7.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 74

Tape Pos. 494-494
Format: I1

F2S74 IMPORTANT TO BE MARRIED BEFORE SEX

In your opinion, how important is it to be married before having sexual intercourse?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT AT ALL	1	7236	34.2%	46.7%
SOMEWHAT IMPORTANT	2	5304	25.0%	35.1%
VERY IMPORTANT	3	2949	13.9%	18.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1701	8.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 75

Tape Pos. 495-495
Format: I1

F2S75 CONSIDER HAVING A CHILD BEFORE MARRIAGE

Would you consider having a child if you weren't married?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2393	11.3%	16.5%
MAYBE	2	3226	15.2%	20.8%
NO	3	8962	42.3%	55.8%
DON'T KNOW	4	1007	4.8%	6.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	1604	7.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 76

Tape Pos. 496-496
Format: I1

F2S76 R HAVE ANY CHILDREN OF HIS/HER OWN

Do you have any children of your own?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I DO	1	486	2.3%	3.2%
NO, I DON'T	2	16229	76.6%	95.3%
NO, BUT I AM EXPECTING ONE	3	237	1.1%	1.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	16	0.1%	(MISS)
MISSING	8	224	1.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   77MO                                 Tape Pos. 497-498
---------------                                 Format: I2

F2S77MO    BIRTH MONTH OF R'S YOUNGEST CHILD

What is the birthdate of your first child?

Month
                                                         PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
JANUARY.........................      01          42     0.2%    9.0%
FEBRUARY........................      02          39     0.2%    9.3%
MARCH...........................      03          45     0.2%    8.3%
APRIL...........................      04          48     0.2%    9.7%
MAY.............................      05          35     0.2%   11.7%
JUNE............................      06          25     0.1%    7.1%
JULY............................      07          30     0.1%    5.1%
AUGUST..........................      08          36     0.2%    7.7%
SEPTEMBER.......................      09          37     0.2%    7.7%
OCTOBER.........................      10          36     0.2%    6.3%
NOVEMBER........................      11          36     0.2%    7.6%
DECEMBER........................      12          45     0.2%   10.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996    18.9% (MISS)
   MULTIPLE RESPONSE..........        96           1     0.0% (MISS)
   MISSING....................        98         271     1.3% (MISS)
   LEGITIMATE SKIP............        99       16466    77.7% (MISS)
                                               -----    -----  -----
 TOTALS:                                       21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   77YR                                 Tape Pos. 499-500
---------------                                 Format: I2

F2S77YR    BIRTH YEAR OF R'S YOUNGEST CHILD

What is the birthdate of your first child?

Year
                                                         PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
1990 OR EARLIER.................      01         153     0.7%   35.4%
1991 OR LATER...................      02         281     1.3%   64.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996    18.9% (MISS)
   MISSING....................        98         292     1.4% (MISS)
   LEGITIMATE SKIP............        99       16466    77.7% (MISS)
                                               -----    -----  -----
 TOTALS:                                       21188   100.0% 100.0%

NOTE:  This variable was recoded on the public data file by
NCES in accordance with the confidentiality provisions of
PL 100-297 (1988).

NOTE:  Nonresponse for this item exceeds the NCES
standard. Due to potential nonresponse bias, users should
exercise caution when choosing this variable for analysis.
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Question   78
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How often do the following people take care of your
youngest child?
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Question   78A                                  Tape Pos. 501-501
---------------                                 Format: I1

F2S78A     HOW OFTEN R TAKES CARE OF YOUNGEST CHILD

You
                                                         PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
NEVER...........................       1          37     0.2%    7.4%
SOMETIMES.......................       2          95     0.4%   23.8%
MOST OF THE TIME................       3         298     1.4%   68.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996    18.9% (MISS)
   MISSING....................         8         296     1.4% (MISS)
   LEGITIMATE SKIP............         9       16466    77.7% (MISS)
                                               -----    -----  -----
 TOTALS:                                       21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   78B                                  Tape Pos. 502-502
---------------                                 Format: I1

F2S78B     HOW OFTEN CHILD'S OTHER PARENT CARES

The child's other parent/step-parent
                                                         PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
NEVER...........................       1         134     0.6%   32.2%
SOMETIMES.......................       2         134     0.6%   30.5%
MOST OF THE TIME................       3         154     0.7%   37.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996    18.9% (MISS)
   MISSING....................         8         304     1.4% (MISS)
   LEGITIMATE SKIP............         9       16466    77.7% (MISS)
                                               -----    -----  -----
 TOTALS:                                       21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   78C                                  Tape Pos. 503-503
---------------                                 Format: I1

F2S78C     HOW OFTEN CHILD'S GRANDPARENT CARES

The child's grandparent
                                                         PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
NEVER...........................       1          51     0.2%   11.7%
SOMETIMES.......................       2         240     1.1%   58.2%
MOST OF THE TIME................       3         132     0.6%   30.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996    18.9% (MISS)
   MISSING....................         8         303     1.4% (MISS)
   LEGITIMATE SKIP............        .9       16466    77.7% (MISS)
                                               -----    -----  -----
 TOTALS:                                       21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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---------------
Question   78D                                  Tape Pos. 504-504
---------------                                 Format: I1

F2S78D     HOW OFTEN CHILD'S OTHER RELATIVE CARES

Another relative (sister, uncle, aunt, cousin)
                                                         PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
NEVER...........................       1         155     0.7%   36.8%
SOMETIMES.......................       2         230     1.1%   55.1%
MOST OF THE TIME................       3          36     0.2%    8.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996    18.9% (MISS)
   MISSING....................         8         305     1.4% (MISS)
   LEGITIMATE SKIP............         9       16466    77.7% (MISS)
                                               -----    -----  -----
 TOTALS:                                       21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   78E                                  Tape Pos. 505-505
---------------                                 Format: I1

F2S78E     HOW OFTEN FRIEND CARES FOR CHILD

A friend
                                                         PER-   WGTD
     RESPONSE                      CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
NEVER...........................       1         301     1.4%   73.8%
SOMETIMES.......................       2         113     0.5%   24.6%
MOST OF THE TIME................       3           8     0.0%    1.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996    18.9% (MISS)
   MISSING....................         8         304     1.4% (MISS)
   LEGITIMATE SKIP............         9       16466    77.7% (MISS)
                                               -----    -----  -----
 TOTALS:                                       21188   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

Question 78F

Tape Pos. 506-506
Format: I1

F2S78F HOW OFTEN NEIGHBOR CARES FOR CHILD

A neighbor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	386	1.8%	93.7%
SOMETIMES	2	28	0.1%	4.8%
MOST OF THE TIME	3	8	0.0%	1.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	304	1.4%	(MISS)
LEGITIMATE SKIP	9	16466	77.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 78G

Tape Pos. 507-507
Format: I1

F2S78G HOW OFTEN DAY CARE CARES FOR CHILD

A day care center or preschool

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	343	1.6%	81.0%
SOMETIMES	2	35	0.2%	8.4%
MOST OF THE TIME	3	44	0.2%	10.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	304	1.4%	(MISS)
LEGITIMATE SKIP	9	16466	77.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 78H

Tape Pos. 508-508
Format: I1

F2S78H HOW OFTEN BABYSITER CARES FOR CHILD

A babysitter at your home or at the babysitter's home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	306	1.4%	74.6%
SOMETIMES	2	81	0.4%	18.3%
MOST OF THE TIME	3	37	0.2%	7.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	302	1.4%	(MISS)
LEGITIMATE SKIP	9	16466	77.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 79

Tape Pos. 509-510
Format: I2

F2S79 R'S RELATIONSHIP WITH CHILD'S MOM/DAD

Which of the following best describes your relationship with the father/mother of your youngest child?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
WE ARE MARRIED AND LIVING TOGETHER	01	108	0.5%	15.1%
WE ARE MARRIED AND NOT LIVING TOGETHER	02	9	0.0%	1.0%
WE ARE DIVORCED/LEGALLY SEPARATED	03	10	0.0%	3.2%
WE ARE LIVING TOGETHER BUT ARE NOT MARRIED	04	104	0.5%	15.2%
WE ARE DATING AND NOT MARRIED	05	203	1.0%	31.7%
HE/SHE IS NO LONGER LIVING	06	6	0.0%	0.6%
WE SEE EACH OTHER OCCASIONALLY	07	99	0.5%	15.1%
WE DON'T SEE EACH OTHER ANY MORE	08	119	0.6%	18.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	98	305	1.4%	(MISS)
LEGITIMATE SKIP	99	16229	76.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 80

Tape Pos. 511-511
Format: I1

F2S80 HOW MANY CIGARETTES DOES R SMOKE A DAY

How many cigarettes do you smoke in a day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I DON'T SMOKE AT ALL	0	12596	59.4%	78.0%
LESS THAN 1 CIGARETTE A DAY	1	794	3.7%	4.8%
1 TO 5 CIGARETTES A DAY	2	996	4.7%	6.1%
ABOUT 1/2 PACK A DAY	3	814	3.8%	5.4%
MORE THAN 1/2 BUT LESS THAN 2 PACKS A DAY	4	757	3.6%	5.2%
TWO PACKS A DAY OR MORE	5	78	0.4%	0.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1156	5.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 81

On how many occasions (if any) have you had alcoholic beverages to drink?

Question 81A

Tape Pos. 512-512
Format: I1

F2S81A IN LIFETIME,# TIMES HAD ALCOHOL TO DRINK

In your lifetime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	1828	8.6%	12.1%
1-2 OCCASIONS	1	2375	11.2%	16.0%
3-19 OCCASIONS	2	4799	22.6%	31.6%
20+ OCCASIONS	3	6399	30.2%	40.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1790	8.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 81B

Tape Pos. 513-513
Format: I1

F2S81B LAST 12 MOS. # OF TIMES R DRANK ALCOHOL

During the last 12 months

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	3373	15.9%	23.5%
1-2 OCCASIONS	1	3707	17.5%	25.6%
3-19 OCCASIONS	2	4871	23.0%	31.7%
20+ OCCASIONS	3	2962	14.0%	19.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	2079	9.8%	(MISS)
LEGITIMATE SKIP	9	198	0.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 81C

Tape Pos. 514-514
Format: I1

F2S81C LAST 30 DAYS, # TIMES R DRANK ALCOHOL

During the last 30 days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	7241	34.2%	50.2%
1-2 OCCASIONS	1	4164	19.7%	27.5%
3-19 OCCASIONS	2	3057	14.4%	19.0%
20+ OCCASIONS	3	459	2.2%	3.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	2072	9.8%	(MISS)
LEGITIMATE SKIP	9	198	0.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 82

Tape Pos. 515-515
Format: I1

F2S82 # TIMES R HAD 5 DRINKS OR MORE IN A ROW

Think back over the last two weeks. How many times have you had five or more drinks in a row? (A drink is a glass of wine or beer, a shot glass of liquor, or a mixed drink).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	11141	52.6%	72.4%
ONCE	1	1742	8.2%	10.5%
TWICE	2	1111	5.2%	7.0%
THREE TO FIVE TIMES	3	968	4.6%	5.9%
SIX TO NINE TIMES	4	312	1.5%	2.1%
TEN OR MORE TIMES	5	338	1.6%	2.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	1580	7.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 83

On how many occasions (if any) have you used marijuana (grass, pot) or hashish?

Question 83A

Tape Pos. 516-516
Format: I1

F2S83A IN LIFETIME, # OF TIMES R USED MARIJUANA

In your lifetime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	10604	50.0%	72.2%
1-2 OCCASIONS	1	1573	7.4%	10.9%
3-19 OCCASIONS	2	1364	6.4%	8.8%
20+ OCCASIONS	3	1192	5.6%	8.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	2457	11.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 83B

Tape Pos. 517-517
Format: I1

F2S83B LAST 12 MONTHS, # TIMES USED MARIJUANA

During the last 12 months

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	11307	53.4%	82.0%
1-2 OCCASIONS	1	1146	5.4%	8.0%
3-19 OCCASIONS	2	918	4.3%	5.9%
20+ OCCASIONS	3	563	2.7%	4.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	2557	12.1%	(MISS)
LEGITIMATE SKIP	9	700	3.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 83C

Tape Pos. 518-518
Format: I1

F2S83C LAST 30 DAYS, # TIMES USED MARIJUANA

During the last 30 days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	12455	58.8%	90.0%
1-2 OCCASIONS	1	798	3.8%	5.2%
3-19 OCCASIONS	2	457	2.2%	3.2%
20+ OCCASIONS	3	223	1.1%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	2558	12.1%	(MISS)
LEGITIMATE SKIP	9	700	3.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 84

On how many occasions (if any) have you used cocaine in any form?

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Question 84A

Tape Pos. 519-519
Format: I1

F2S84A IN LIFETIME, # OF TIMES TAKEN COCAINE

In your lifetime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	14100	66.5%	95.1%
1-2 OCCASIONS	1	380	1.8%	2.9%
3-19 OCCASIONS	2	173	0.8%	1.1%
20+ OCCASIONS	3	123	0.6%	0.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	2415	11.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 84B

Tape Pos. 520-520
Format: I1

F2S84B LAST 12 MONTHS, # OF TIMES TAKEN COCAINE

During the last 12 months

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	13587	64.1%	97.8%
1-2 OCCASIONS	1	182	0.9%	1.2%
3-19 OCCASIONS	2	90	0.4%	0.7%
20+ OCCASIONS	3	55	0.3%	0.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	2441	11.5%	(MISS)
LEGITIMATE SKIP	9	836	3.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 84C

Tape Pos. 521-521
Format: I1

F2S84C LAST 30 DAYS, # OF TIMES TAKEN COCAINE

During the last 30 days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	13775	65.0%	99.0%
1-2 OCCASIONS	1	66	0.3%	0.4%
3-19 OCCASIONS	2	38	0.2%	0.2%
20+ OCCASIONS	3	42	0.2%	0.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	2435	11.5%	(MISS)
LEGITIMATE SKIP	9	836	3.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 85

Since the beginning of the school year, on how many occasions have you been under the influence of the following on school grounds?

Question 85A

Tape Pos. 522-522
Format: I1

F2S85A AT SCHL,# TIMES UNDER INFLUENCE ALCOHOL

Alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	13519	63.8%	86.9%
1-2 OCCASIONS	1	1327	6.3%	8.9%
3-19 OCCASIONS	2	456	2.2%	3.1%
20+ OCCASIONS	3	153	0.7%	1.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1732	8.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 85B

Tape Pos. 523-523
Format: I1

F2S85B AT SCHL,# TIMES UNDR INFLUENCE MARIJUANA

Marijuana or hashish

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	13522	63.8%	92.9%
1-2 OCCASIONS	1	547	2.6%	3.6%
3-19 OCCASIONS	2	307	1.4%	2.3%
20+ OCCASIONS	3	158	0.7%	1.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	2656	12.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 85C

Tape Pos. 524-524
Format: I1

F2S85C AT SCHOOL,# TIMES UNDR INFLUENCE COCAINE

Cocaine (including crack)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	14351	67.7%	98.9%
1-2 OCCASIONS	1	76	0.4%	0.5%
3-19 OCCASIONS	2	37	0.2%	0.3%
20+ OCCASIONS	3	46	0.2%	0.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	2680	12.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

V. MONEY & WORK

Question 86A

Tape Pos. 525-525
Format: I1

F2S86A HAS R EVER WORKED FOR PAY OUTSIDE HOME

Have you ever worked for pay, not counting work around the house?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO	1	2441	11.5%	14.2%
YES, AND I AM CURRENTLY EMPLOYED	2	8473	40.0%	51.2%
YES, BUT I AM NOT CURRENTLY EMPLOYED	3	6092	28.8%	34.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	7	0.0%	(MISS)
MISSING	8	178	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 86BMO

Tape Pos. 526-527
Format: I2

F2S86BMO MONTH, LAST TIME R WORKED FOR PAY

When did you last work for pay, not counting work around the house?

Month

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	473	2.2%	8.5%
FEBRUARY	02	336	1.6%	5.7%
MARCH	03	256	1.2%	4.8%
APRIL	04	207	1.0%	3.7%
MAY	05	255	1.2%	5.3%
JUNE	06	652	3.1%	11.0%
JULY	07	601	2.8%	9.8%
AUGUST	08	1373	6.5%	22.1%
SEPTEMBER	09	539	2.5%	9.6%
OCTOBER	10	384	1.8%	6.3%
NOVEMBER	11	316	1.5%	5.7%
DECEMBER	12	463	2.2%	7.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
REFUSED	97	76	0.4%	(MISS)
MISSING	98	346	1.6%	(MISS)
LEGITIMATE SKIP	99	10914	51.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 86BYR

Tape Pos. 528-529
Format: I2

F2S86BYR YEAR, LAST TIME R WORKED

When did you last work for pay, not counting work around the house?

Year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1975	75	1	0.0%	0.0%
1981	81	1	0.0%	0.0%
1982	82	1	0.0%	0.0%
1983	83	1	0.0%	0.0%
1984	84	2	0.0%	0.0%
1985	85	1	0.0%	0.0%
1986	86	2	0.0%	0.0%
1987	87	7	0.0%	0.1%
1988	88	45	0.2%	1.2%
1989	89	143	0.7%	2.4%
1990	90	638	3.0%	10.8%
1991	91	3782	17.8%	63.1%
1992	92	1185	5.6%	22.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	97	53	0.3%	(MISS)
MISSING	98	416	2.0%	(MISS)
LEGITIMATE SKIP	99	10914	51.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 87MO

Tape Pos. 530-531
Format: I2

F2S87MO MONTH STARTED CURENT JOB

When did you start your current or most recent job?

Month

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	844	4.0%	7.0%
FEBRUARY	02	631	3.0%	5.4%
MARCH	03	672	3.2%	5.7%
APRIL	04	737	3.5%	6.1%
MAY	05	1198	5.7%	10.2%
JUNE	06	2510	11.8%	19.0%
JULY	07	1029	4.9%	8.7%
AUGUST	08	1177	5.6%	9.9%
SEPTEMBER	09	1072	5.1%	8.9%
OCTOBER	10	861	4.1%	7.8%
NOVEMBER	11	817	3.9%	6.7%
DECEMBER	12	594	2.8%	4.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	98	2609	12.3%	(MISS)
LEGITIMATE SKIP	99	2441	11.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 87YR

Tape Pos. 532-533
Format: I2

F2S87YR YEAR STARTED CURRENT JOB

When did you start your current or most recent job?

Year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1974	74	1	0.0%	0.0%
1977	77	1	0.0%	0.0%
1978	78	1	0.0%	0.0%
1980	80	7	0.0%	0.0%
1981	81	5	0.0%	0.0%
1982	82	6	0.0%	0.0%
1983	83	8	0.0%	0.1%
1984	84	11	0.1%	0.0%
1985	85	29	0.1%	0.2%
1986	86	51	0.2%	0.5%
1987	87	109	0.5%	0.8%
1988	88	318	1.5%	2.9%
1989	89	823	3.9%	6.6%
1990	90	2418	11.4%	19.5%
1991	91	6151	29.0%	51.5%
1992	92	1942	9.2%	17.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	2869	13.5%	(MISS)
LEGITIMATE SKIP	99	2441	11.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 88

Tape Pos. 534-535
Format: I2

F2S88 CURRENT JOB, # HRS WORKED DURING SCHL YR

How many hours do/did you usually work each week on your current or most recent job during this school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE NOT WORKED DURING THIS SCHOOL YEAR	00	3038	14.3%	20.5%
1-5 HOURS A WEEK	01	1070	5.1%	7.7%
6-10 HOURS A WEEK	02	1481	7.0%	11.0%
11-15 HOURS A WEEK	03	1927	9.1%	14.3%
16-20 HOURS A WEEK	04	2504	11.8%	18.6%
21-25 HOURS A WEEK	05	1476	7.0%	11.4%
26-30 HOURS A WEEK	06	854	4.0%	6.6%
31-35 HOURS A WEEK	07	414	2.0%	3.2%
36-40 HOURS A WEEK	08	552	2.6%	4.3%
OVER 40 HOURS A WEEK	09	281	1.3%	2.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	12	0.1%	(MISS)
MISSING	98	1142	5.4%	(MISS)
LEGITIMATE SKIP	99	2441	11.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 89

Tape Pos. 536-537
Format: I2

F2S89 HOW MANY OF THOSE HRS ARE ON THE WEEKEND

How many of those are/were on the weekend (Saturday or Sunday)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 HOURS ON WEEKENDS	01	1686	8.0%	15.5%
1-5 HOUR ON WEEKENDS	02	2281	10.8%	21.5%
6-10 HOURS ON WEEKENDS	03	3679	17.4%	37.1%
11-15 HOURS ON WEEKENDS	04	1716	8.1%	16.0%
16-20 HOURS ON WEEKENDS	05	814	3.8%	8.4%
OVER 20 HOURS ON WEEKENDS	06	166	0.8%	1.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	1370	6.5%	(MISS)
LEGITIMATE SKIP	99	5479	25.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question 90

Tape Pos. 538-539
Format: I2

F2S90 TYPE OF WORK R DOES ON CURRENT JOB

What kind of work do/did you do for pay on your current job or most recent job during this school year? (If you have two or more jobs, answer for the job that pays the most per hour. Do not include work around your own house.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LAWN WORK OR ODD JOBS	01	220	1.0%	2.2%
FAST FOOD WORKER OR WAITER OR WAITRESS	02	2354	11.1%	23.6%
DELIVERY PERSON	03	156	0.7%	1.9%
BABYSITTER OR CHILD CARE	04	483	2.3%	4.4%
CAMP COUNSELOR OR LIFE GUARD	05	94	0.4%	0.7%
FARM WORKER	06	198	0.9%	2.3%
MECHANIC	07	145	0.7%	1.4%
GROCERY CLERK, CASHIER	08	1454	6.9%	14.6%
BEAUTICIAN	09	20	0.1%	0.2%
HOUSE CLEANING	10	86	0.4%	1.0%
CONSTRUCTION WORK	11	210	1.0%	2.2%
GENERAL OFFICE OR CLERICAL WORKER	12	735	3.5%	6.8%
HOSPITAL OR HEALTH WORKER	13	194	0.9%	1.7%
SALESPERSON	14	1181	5.6%	11.6%
WAREHOUSE WORKER	15	194	0.9%	2.2%
OTHER	16	2382	11.2%	23.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	114	0.5%	(MISS)
MISSING	98	1493	7.0%	(MISS)
LEGITIMATE SKIP	99	5479	25.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 91

Tape Pos. 540-541
Format: I2

F2S91 HOW MUCH DOES/DID R EARN PER HOUR ON JOB

How much do/did you earn per hour on your current or most recent job this school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN $4.25	01	1027	4.8%	10.1%
$4.25 - 6.00	02	7838	37.0%	76.8%
$6.01 - 8.00	03	838	4.0%	8.0%
$8.01 - 10.00	04	258	1.2%	2.3%
$10.01 - 12.00	05	102	0.5%	0.9%
$12.01 - 14.00	06	31	0.1%	0.6%
$14.01 - 16.00	07	30	0.1%	0.2%
$16.01 OR MORE	08	118	0.6%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	1470	6.9%	(MISS)
LEGITIMATE SKIP	99	5479	25.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 92

How much of the money you make is spent on each of the following? (If you are unemployed, answer for the last job you had.)

Question 92A

Tape Pos. 542-542
Format: I1

F2S92A HOW MUCH MONEY DOES R SPEND ON CLOTHES

To buy clothes & other things

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	1842	8.7%	13.6%
SOME OF IT	2	9736	46.0%	73.4%
MOST OF IT	3	1620	7.6%	13.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1552	7.3%	(MISS)
LEGITIMATE SKIP	9	2441	11.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 92B

Tape Pos. 543-543
Format: I1

F2S92B HOW MUCH MONEY DOES R SPEND TO GO OUT

To go out

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	952	4.5%	7.6%
SOME OF IT	2	10242	48.3%	76.9%
MOST OF IT	3	1994	9.4%	15.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	1563	7.4%	(MISS)
LEGITIMATE SKIP	9	2441	11.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 92C

Tape Pos. 544-544
Format: I1

F2S92C HOW MUCH MONEY DOES R SPEND ON CAR

To pay for gas & other car expenses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	4028	19.0%	29.3%
SOME OF IT	2	6955	32.8%	52.9%
MOST OF IT	3	2201	10.4%	17.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1566	7.4%	(MISS)
LEGITIMATE SKIP	9	2441	11.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 92D

Tape Pos. 545-545
Format: I1

F2S92D HOW MUCH MONEY DOES R SPEND FOR RENT

To pay for rent

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	12341	58.2%	93.6%
SOME OF IT	2	552	2.6%	4.6%
MOST OF IT	3	240	1.1%	1.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1616	7.6%	(MISS)
LEGITIMATE SKIP	9	2441	11.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 92E

Tape Pos. 546-546
Format: I1

F2S92E HOW MUCH MONEY DOES R SPEND ON FOOD

To purchase food

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	4981	23.5%	37.6%
SOME OF IT	2	7710	36.4%	58.3%
MOST OF IT	3	471	2.2%	4.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	1585	7.5%	(MISS)
LEGITIMATE SKIP	9	2441	11.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   92F                              Tape Pos. 547-547
--------------                              Format: I1

F2S92F     HOW MUCH MONEY R SPEND ON EDUCATION

To pay for my future education

                                                       PER-    WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
   ----------                     ---------   -----   -----   -----
NONE OF IT......................        1      8954   42.3%   68.4%
SOME OF IT......................        2      3175   15.0%   24.4%
MOST OF IT......................        3      1031    4.9%    7.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996   18.9% (MISS)
   MULTIPLE RESPONSE..........          6         1    0.0% (MISS)
   MISSING....................          8      1590    7.5% (MISS)
   LEGITIMATE SKIP............          9      2441   11.5% (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
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Question   92G                              Tape Pos. 548-548
--------------                              Format: I1

F2S92G     HOW MUCH MONEY DOES R SPEND ON ALCOHOL

To buy alcoholic beverages

                                                       PER-    WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
   ----------                     ---------   -----   -----   -----
NONE OF IT......................        1      9097   42.9%   69.3%
SOME OF IT......................        2      3750   17.7%   28.4%
MOST OF IT......................        3       298    1.4%    2.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996   18.9% (MISS)
   MULTIPLE RESPONSE..........          6         2    0.0% (MISS)
   MISSING....................          8      1604    7.6% (MISS)
   LEGITIMATE SKIP............          9      2441   11.5% (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
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Question   92H                              Tape Pos. 549-549
--------------                              Format: I1

F2S92H     HOW MUCH MONEY DOES R SPEND ON DRUGS

To buy illegal drugs

                                                       PER-    WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
   ----------                     ---------   -----   -----   -----
NONE OF IT......................        1     12372   58.4%   94.3%
SOME OF IT......................        2       652    3.1%    4.8%
MOST OF IT......................        3       111    0.5%    0.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996   18.9% (MISS)
   MISSING....................          8      1616    7.6% (MISS)
   LEGITIMATE SKIP............          9      2441   11.5% (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
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VI. YOUR FAMILY

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Question   93                               Tape Pos. 550-550
--------------                              Format: I1

F2S93      DOES R BABYSIT OWN CHILD, OR SIBLINGS

During the school year, do you babysit or take care of your
own child, younger brothers or sisters, or other younger
relatives?

                                                       PER-    WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
   ----------                     ---------   -----   -----   -----
YES.............................        1      5602   26.4%   33.9%
NO..............................        2     11320   53.4%   66.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996   18.9% (MISS)
   MISSING....................          8       270    1.3% (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

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--------------
Question   94                               Tape Pos. 551-552
--------------                              Format: I2

F2S94      DURING SCHOOL, # HRS/DAY R BABYSITS

On school days, about how many hours each day are you
responsible for their care

                                                       PER-    WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
   ----------                     ---------   -----   -----   -----
LESS THAN 1 HOUR................       01      2175   10.3%   43.7%
1 HOUR, LESS THAN 3 HOURS.......       02      1391    6.6%   29.8%
3 HOURS, LESS THAN 5 HOURS......       03       575    2.7%   13.4%
5 HOURS, LESS THAN 7 HOURS......       04       224    1.1%    4.8%
7 HOURS, LESS THAN 10 HOURS.....       05       129    0.6%    3.1%
10 HOURS OR MORE A DAY..........       06       218    1.0%    5.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996   18.9% (MISS)
   MULTIPLE RESPONSE..........         96         1    0.0% (MISS)
   MISSING....................         98      1159    5.5% (MISS)
   LEGITIMATE SKIP............         99     11320   53.4% (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
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Question   95                               Tape Pos. 553-553
--------------                              Format: I1

F2S95      NUMBER OF SCHOOL DAYS MISSED TO BABYSIT

Since the beginning of the school year, how many school
days have you missed because of taking care of your own
child, younger brothers or sisters, or other younger
relatives.

                                                       PER-    WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
   ----------                     ---------   -----   -----   -----
NONE............................        0      4589   21.7%   81.0%
1-2 DAYS........................        1       648    3.1%   12.6%
3-6 DAYS........................        2       189    0.9%    3.5%
7-9 DAYS........................        3        60    0.3%    1.2%
10 DAYS OR MORE.................        4       100    0.5%    1.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996   18.9% (MISS)
   MULTIPLE RESPONSE..........          6         1    0.0% (MISS)
   REFUSED....................          7        10    0.0% (MISS)
   MISSING....................          8       275    1.3% (MISS)
   LEGITIMATE SKIP............          9     11320   53.4% (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
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Question   96
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Lots of things happen in families that may affect young
people. In the last 2 years, have any of the following
happened to your family?
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Question   96A                              Tape Pos. 554-554
--------------                              Format: I1

F2S96A     IN LAST 2 YRS FAMILY MOVED TO A NEW HOME

My family moved to a new home

                                                       PER-    WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
   ----------                     ---------   -----   -----   -----
YES.............................        1      2828   13.3%   18.8%
NO..............................        2     13961   65.9%   81.2%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                 3996   18.9% (MISS)
   REFUSED....................          7        29    0.1% (MISS)
   MISSING....................          8       374    1.8% (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
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Question   96B                               Tape Pos. 555-555
--------------                               Format: I1

F2S96B     IN LAST 2 YRS R'S PARENTS GOT DIVORCED

My parents got divorced or separated

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1     1229      5.8%    7.7%
NO..............................          2    15547     73.4%   92.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   REFUSED......................          7       30      0.1%  (MISS)
   MISSING......................          8      386      1.8%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
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Question   96C                               Tape Pos. 556-556
--------------                               Format: I1

F2S96C     IN LAST 2 YRS ONE OF R'S PARENTS MARRIED

One of my parents got married or remarried

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1     1034      4.9%    7.3%
NO..............................          2    15711     74.2%   92.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   MULTIPLE RESPONSE...........           6        1      0.0%  (MISS)
   REFUSED......................          7       32      0.2%  (MISS)
   MISSING......................          8      414      2.0%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
```

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--------------
Question   96D                               Tape Pos. 557-557
--------------                               Format: I1

F2S96D     LAST 2 YRS ONE OF R'S PARENTS LOST JOB

One of my parents lost his/her job

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1     2346     11.1%   14.4%
NO..............................          2    14403     68.0%   85.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   MULTIPLE RESPONSE...........           6        1      0.0%  (MISS)
   REFUSED......................          7       32      0.2%  (MISS)
   MISSING......................          8      410      1.9%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
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Question   96E                               Tape Pos. 558-558
--------------                               Format: I1

F2S96E     LAST 2 YRS ONE OF R'S PARENTS START WORK

One of my parents started to work

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1     2526     11.9%   16.4%
NO..............................          2    14197     67.0%   83.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   MULTIPLE RESPONSE...........           6        1      0.0%  (MISS)
   REFUSED......................          7       34      0.2%  (MISS)
   MISSING......................          8      434      2.0%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
```

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Question   96F                               Tape Pos. 559-559
--------------                               Format: I1

F2S96F     LAST 2 YRS,1 OF R'S PARENTS GOT NEW JOB

One of my parents got a better job

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1     3248     15.3%   20.6%
NO..............................          2    13489     63.7%   79.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   MULTIPLE RESPONSE...........           6        2      0.0%  (MISS)
   REFUSED......................          7       33      0.2%  (MISS)
   MISSING......................          8      420      2.0%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
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Question   96G                               Tape Pos. 560-560
--------------                               Format: I1

F2S96G     IN LAST 2 YRS R BECAME SERIOUSLY ILL

I became seriously ill or disabled

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1      876      4.1%    5.3%
NO..............................          2    15870     74.9%   94.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   REFUSED......................          7       33      0.2%  (MISS)
   MISSING......................          8      413      1.9%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
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Question   96H                               Tape Pos. 561-561
--------------                               Format: I1

F2S96H     IN LAST 2 YRS, 1 OF R'S PARENTS DIED

One of my parents died

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1      378      1.8%    2.2%
NO..............................          2    16363     77.2%   97.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   REFUSED......................          7       33      0.2%  (MISS)
   MISSING......................          8      418      2.0%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
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Question   96I                               Tape Pos. 562-562
--------------                               Format: I1

F2S96I     IN LAST 2 YRS A CLOSE RELATIVE DIED

A close relative died

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1     5336     25.2%   32.6%
NO..............................          2    11418     53.9%   67.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   REFUSED......................          7       31      0.1%  (MISS)
   MISSING......................          8      407      1.9%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
```

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Question   96J                               Tape Pos. 563-563
--------------                               Format: I1

F2S96J     LAST 2YRS UNMARRIED SISTER GOT PREGNANT

One of my unmarried sisters got pregnant

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1      989      4.7%    7.0%
NO..............................          2    15764     74.4%   93.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   REFUSED......................          7       33      0.2%  (MISS)
   MISSING......................          8      406      1.9%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
```

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Question   96K                               Tape Pos. 564-564
--------------                               Format: I1

F2S96K     LAST 2YRS R'S BROTHER/SISTER DROPPED OUT

One of my brothers or sisters dropped out of school

                                                          PER-    WGTD
    RESPONSE                        CODES       FREQ      CENT    PCT
   ----------                     --------     -----     -----   -----
YES.............................          1      696      3.3%    4.4%
NO..............................          2    16053     75.8%   95.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                  3996     18.9%  (MISS)
   MULTIPLE RESPONSE...........           6        1      0.0%  (MISS)
   REFUSED......................          7       33      0.2%  (MISS)
   MISSING......................          8      409      1.9%  (MISS)
                                               -----     -----   -----
 TOTALS:                                       21188    100.0%  100.0%
```

Question 96L

Tape Pos. 565-565
Format: I1

F2S96L LAST 2 YRS R'S FAMILY WAS ON WELFARE

My family was on welfare

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	742	3.5%	4.7%
NO	2	16000	75.5%	95.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	35	0.2%	(MISS)
MISSING	8	415	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 96M

Tape Pos. 566-566
Format: I1

F2S96M LAST 2YRS R'S FAMILY WENT OFF WELFARE

My family went off welfare

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	382	1.8%	2.5%
NO	2	16274	76.8%	97.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	35	0.2%	(MISS)
MISSING	8	501	2.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 96N

Tape Pos. 567-567
Format: I1

F2S96N FAMILY MEMBER BECAME ILL IN PAST 2 YRS

A family member became seriously ill or disabled

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2761	13.0%	17.0%
NO	2	13972	65.9%	83.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	36	0.2%	(MISS)
MISSING	8	422	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 96O

Tape Pos. 568-568
Format: I1

F2S96O LAST 2YRS, FAMILY MEMBER USED DRUGS

A member of my family used illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2090	9.9%	12.5%
NO	2	14631	69.1%	87.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	36	0.2%	(MISS)
MISSING	8	435	2.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 96P

Tape Pos. 569-569
Format: I1

F2S96P LAST 2YRS FAMILY MEMBER IN DRUG REHAB

A member of my family spent time in a drug/alcohol rehabilitation program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1167	5.5%	7.1%
NO	2	15570	73.5%	92.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	35	0.2%	(MISS)
MISSING	8	420	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 96Q

Tape Pos. 570-570
Format: I1

F2S96Q LAST 2YRS FAMILY MEMBER CRIME VICTIM

A member of my family was the victim of a crime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2035	9.6%	12.5%
NO	2	14710	69.4%	87.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	34	0.2%	(MISS)
MISSING	8	412	1.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 97

Tape Pos. 571-571
Format: I1

F2S97 R'S PARENTS KNOW CLOSEST FRIENDS PARENTS

Do your parents or guardians know the parents of your closest friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO	1	1979	9.3%	13.1%
YES, SOME OF THE PARENTS	2	7400	34.9%	49.2%
YES, MANY OF THE PARENTS	3	5792	27.3%	36.2%
DON'T KNOW	4	224	1.1%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	1797	8.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 98

In your family, who makes the most decisions on each of the following topics?

Question 98A

Tape Pos. 572-572
Format: I1

F2S98A WHO DECIDES HOW LATE R CAN STAY OUT

How late you can stay out

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE FOR THEMSELVES	1	3143	14.8%	21.8%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING WITH ME	2	2942	13.9%	20.1%
WE DECIDE TOGETHER AFTER DISCUSSING IT	3	4104	19.4%	28.5%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S)	4	1430	6.7%	9.4%
I DECIDE BY MYSELF	5	2913	13.7%	20.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	2657	12.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 98B

Tape Pos. 573-573
Format: I1

F2S98B WHO DECIDES WHEN R CAN USE CAR

When you can use the car

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE FOR THEMSELVES..........	1	2285	10.8%	16.7%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING WITH ME..............................	2	1676	7.9%	12.0%
WE DECIDE TOGETHER AFTER DISCUSSING IT..................	3	2896	13.7%	20.6%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	1214	5.7%	8.3%
I DECIDE BY MYSELF............	5	6147	29.0%	42.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	11	0.1%	(MISS)
MISSING....................	8	2963	14.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 98C

Tape Pos. 574-574
Format: I1

F2S98C WHO DECIDES IF R CAN HAVE JOB

Whether you can have a job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE FOR THEMSELVES..........	1	808	3.8%	5.7%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING WITH ME..............................	2	1018	4.8%	6.5%
WE DECIDE TOGETHER AFTER DISCUSSING IT..................	3	2626	12.4%	17.6%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	2403	11.3%	16.1%
I DECIDE BY MYSELF............	5	7578	35.8%	54.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	30	0.1%	(MISS)
MISSING....................	8	2729	12.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 98D

Tape Pos. 575-575
Format: I1

F2S98D WHO DECIDES HOW R WILL SPEND MONEY

How you can spend your money

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE FOR THEMSELVES..........	1	378	1.8%	3.2%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING WITH ME..............................	2	508	2.4%	3.4%
WE DECIDE TOGETHER AFTER DISCUSSING IT..................	3	1223	5.8%	8.4%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	1996	9.4%	13.4%
I DECIDE BY MYSELF............	5	10230	48.3%	71.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	36	0.2%	(MISS)
MISSING....................	8	2821	13.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 98E

Tape Pos. 576-576
Format: I1

F2S98E WHO DECIDES IF R CAN DRINK W/PARENTS

Whether you can drink alcohol in front of them

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE FOR THEMSELVES..........	1	6557	30.9%	46.6%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING WITH ME..............................	2	1135	5.4%	7.6%
WE DECIDE TOGETHER AFTER DISCUSSING IT..................	3	1961	9.3%	13.8%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	762	3.6%	5.0%
I DECIDE BY MYSELF............	5	3694	17.4%	27.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	24	0.1%	(MISS)
MISSING....................	8	3059	14.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 98F

Tape Pos. 577-577
Format: I1

F2S98F WHO DECIDES IF R CAN DRINK AT PARTIES

Whether you can drink alcohol when you are at parties/social gatherings without them

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE FOR THEMSELVES..........	1	3423	16.2%	24.8%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING WITH ME..............................	2	811	3.8%	5.9%
WE DECIDE TOGETHER AFTER DISCUSSING IT..................	3	1326	6.3%	8.8%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	917	4.3%	6.3%
I DECIDE BY MYSELF............	5	7728	36.5%	54.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	21	0.1%	(MISS)
MISSING....................	8	2966	14.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 98G

Tape Pos. 578-578
Format: I1

F2S98G WHO DECIDES IF R SHOULD LOSE PRIVILEGES

If privileges should be taken away because you used alcohol or drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE FOR THEMSELVES..........	1	7462	35.2%	53.7%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING WITH ME..............................	2	1387	6.5%	9.8%
WE DECIDE TOGETHER AFTER DISCUSSING IT..................	3	1808	8.5%	12.7%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	358	1.7%	2.5%
I DECIDE BY MYSELF............	5	2899	13.7%	21.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MULTIPLE RESPONSE..........	6	14	0.1%	(MISS)
MISSING....................	8	3264	15.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 98H

Tape Pos. 579-579
Format: I1

F2S98H WHO DECIDES IF R SHOULD GO TO COLLEGE

Whether you should go to college or vocational/technical school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE FOR THEMSELVES	1	709	3.3%	4.5%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING WITH ME	2	782	3.7%	5.7%
WE DECIDE TOGETHER AFTER DISCUSSING IT	3	4251	20.1%	29.2%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S)	4	2593	12.2%	17.0%
I DECIDE BY MYSELF	5	6018	28.4%	43.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	9	0.0%	(MISS)
MISSING	8	2830	13.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 98I

Tape Pos. 580-580
Format: I1

F2S98I WHO DECIDES WHICH CLASSES R WILL TAKE

The courses you take

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE FOR THEMSELVES	1	246	1.2%	1.7%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING WITH ME	2	416	2.0%	3.0%
WE DECIDE TOGETHER AFTER DISCUSSING IT	3	2318	10.9%	15.6%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S)	4	3412	16.1%	22.4%
I DECIDE BY MYSELF	5	8033	37.9%	57.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	2765	13.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 99

In the first semester or term of this school year, how often did you discuss the following with either or both of your parents or guardians?

Question 99A

Tape Pos. 581-581
Format: I1

F2S99A DISCUSSED SCHOOL COURSES WITH PARENT

Selecting courses or programs at school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	3945	18.6%	27.4%
SOMETIMES	2	8651	40.8%	57.4%
OFTEN	3	2322	11.0%	15.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	2272	10.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 99B

Tape Pos. 582-582
Format: I1

F2S99B DISCUSSED SCHOOL ACTIVITIES WITH PARENT

School activities or events of particular interest to you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	3601	17.0%	25.3%
SOMETIMES	2	7750	36.6%	51.7%
OFTEN	3	3539	16.7%	23.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	2300	10.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 99C

Tape Pos. 583-583
Format: I1

F2S99C DISCUSS THINGS STUDIED IN CLASS W/PARENT

Things you've studied in class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	3190	15.1%	22.3%
SOMETIMES	2	8700	41.1%	58.2%
OFTEN	3	2979	14.1%	19.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
MISSING	8	2315	10.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 99D

Tape Pos. 584-584
Format: I1

F2S99D HOW OFTEN DISCUSSED GRADES WITH PARENTS

Your grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	1248	5.9%	8.8%
SOMETIMES	2	7594	35.8%	51.5%
OFTEN	3	5987	28.3%	39.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	2356	11.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 99E

Tape Pos. 585-585
Format: I1

F2S99E DISCUSSED PREP FOR THE ACT/SAT TEST

Plans and preparations for the American College Testing (ACT) or Scholastic Aptitude Test (SAT) tests?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	4953	23.4%	35.4%
SOMETIMES	2	7176	33.9%	47.4%
OFTEN	3	2740	12.9%	17.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	2320	10.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   99F                                Tape Pos. 586-586
---------------                               Format: I1

F2S99F     DISCUSSED GOING TO COLLEGE WITH PARENTS

Appying to college or other schools after high school?

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ     CENT    PCT
   -----------                     ---------    -----    -----   -----
NEVER..........................            1     2295    10.8%   17.2%
SOMETIMES......................            2     6325    29.9%   43.2%
OFTEN..........................            3     6232    29.4%   39.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                   3996    18.9%  (MISS)
   MULTIPLE RESPONSE..........             6        2     0.0%  (MISS)
   MISSING....................             8     2338    11.0%  (MISS)
                                                -----    -----   -----
 TOTALS:                                        21188   100.0%  100.0%
```

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Question   99G                                Tape Pos. 587-587
---------------                               Format: I1

F2S99G     DISCUSSED JOB POSSIBILITIES AFTER HS

Specific jobs you might apply for after high school?

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ     CENT    PCT
   -----------                     ---------    -----    -----   -----
NEVER..........................            1     4198    19.8%   27.6%
SOMETIMES......................            2     7544    35.6%   51.8%
OFTEN..........................            3     3082    14.5%   20.6%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                   3996    18.9%  (MISS)
   MULTIPLE RESPONSE..........             6        4     0.0%  (MISS)
   MISSING....................             8     2364    11.2%  (MISS)
                                                -----    -----   -----
 TOTALS:                                        21188   100.0%  100.0%
```

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---------------
Question   99H                                Tape Pos. 588-588
---------------                               Format: I1

F2S99H     DISCUSSED CURRENT EVENTS WITH PARENTS

Community, national, and world events?

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ     CENT    PCT
   -----------                     ---------    -----    -----   -----
NEVER..........................            1     4495    21.2%   31.9%
SOMETIMES......................            2     7682    36.3%   51.3%
OFTEN..........................            3     2666    12.6%   16.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                   3996    18.9%  (MISS)
   MULTIPLE RESPONSE..........             6        3     0.0%  (MISS)
   MISSING....................             8     2346    11.1%  (MISS)
                                                -----    -----   -----
 TOTALS:                                        21188   100.0%  100.0%
```

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---------------
Question   99I                                Tape Pos. 589-589
---------------                               Format: I1

F2S99I     DISCUSSED TROUBLING THINGS WITH PARENTS

Things that are troubling you?

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ     CENT    PCT
   -----------                     ---------    -----    -----   -----
NEVER..........................            1     3638    17.2%   24.6%
SOMETIMES......................            2     7908    37.3%   52.4%
OFTEN..........................            3     3301    15.6%   23.0%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                   3996    18.9%  (MISS)
   MULTIPLE RESPONSE..........             6        3     0.0%  (MISS)
   MISSING....................             8     2342    11.1%  (MISS)
                                                -----    -----   -----
 TOTALS:                                        21188   100.0%  100.0%
```

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Question   100
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How true are the following statements for you and your
parent(s)/guardian(s)?
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Question   100A                               Tape Pos. 590-591
---------------                               Format: I2

F2S100A    PARENTS TRUST R TO DO WHAT THEY EXPECT

My parent(s)/guardian(s) trust me to do what they expect
without checking up on me

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ     CENT    PCT
   -----------                     ---------    -----    -----   -----
FALSE..........................           01      571     2.7%    4.3%
MOSTLY FALSE...................           02      390     1.8%    2.6%
MORE FALSE THEN TRUE...........           03      868     4.1%    5.9%
MORE TRUE THAN FALSE...........           04     1807     8.5%   13.1%
MOSTLY TRUE....................           05     4572    21.6%   32.6%
TRUE...........................           06     5798    27.4%   41.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                   3996    18.9%  (MISS)
   MULTIPLE RESPONSE..........            96        4     0.0%  (MISS)
   MISSING....................            98     3182    15.0%  (MISS)
                                                -----    -----   -----
 TOTALS:                                        21188   100.0%  100.0%
```

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Question   100B                               Tape Pos. 592-593
---------------                               Format: I2

F2S100B    R DOESN'T KNOW WHY HE SHOULD OBEY PARENT

I often do not know WHY I am supposed to do what my
parent(s)/guardian(s) tell me to do

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ     CENT    PCT
   -----------                     ---------    -----    -----   -----
FALSE..........................           01     4825    22.8%   34.5%
MOSTLY FALSE...................           02     3258    15.4%   22.4%
MORE FALSE THEN TRUE...........           03     2127    10.0%   14.9%
MORE TRUE THAN FALSE...........           04     1565     7.4%   12.0%
MOSTLY TRUE....................           05     1178     5.6%    9.0%
TRUE...........................           06      959     4.5%    7.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                   3996    18.9%  (MISS)
   MULTIPLE RESPONSE..........            96        8     0.0%  (MISS)
   MISSING....................            98     3272    15.4%  (MISS)
                                                -----    -----   -----
 TOTALS:                                        21188   100.0%  100.0%
```

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Question   100C                               Tape Pos. 594-595
---------------                               Format: I2

F2S100C    OFTEN COUNT ON PARENTS TO SOLVE PROBLEMS

I often count on my parent(s)/guardian(s) to solve many of
my problems for me

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ     CENT    PCT
   -----------                     ---------    -----    -----   -----
FALSE..........................           01     5308    25.1%   38.6%
MOSTLY FALSE...................           02     3454    16.3%   24.3%
MORE FALSE THEN TRUE...........           03     2410    11.4%   16.7%
MORE TRUE THAN FALSE...........           04     1480     7.0%   10.9%
MOSTLY TRUE....................           05      700     3.3%    5.2%
TRUE...........................           06      559     2.6%    4.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                   3996    18.9%  (MISS)
   MULTIPLE RESPONSE..........            96       14     0.1%  (MISS)
   MISSING....................            98     3267    15.4%  (MISS)
                                                -----    -----   -----
 TOTALS:                                        21188   100.0%  100.0%
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Question   100D                               Tape Pos. 596-597
---------------                               Format: I2

F2S100D    R WILL BE A SOURCE OF PRIDE TO PARENTS

I think that I will be a source of pride to my
parent(s)/guardian(s) in the future

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ     CENT    PCT
   -----------                     ---------    -----    -----   -----
FALSE..........................           01      517     2.4%    4.1%
MOSTLY FALSE...................           02      248     1.2%    1.7%
MORE FALSE THEN TRUE...........           03      589     2.8%    4.4%
MORE TRUE THAN FALSE...........           04     2027     9.6%   14.9%
MOSTLY TRUE....................           05     3855    18.2%   27.3%
TRUE...........................           06     6632    31.3%   47.7%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..                   3996    18.9%  (MISS)
   MULTIPLE RESPONSE..........            96       12     0.1%  (MISS)
   MISSING....................            98     3312    15.6%  (MISS)
                                                -----    -----   -----
 TOTALS:                                        21188   100.0%  100.0%
```

Question 100E
Tape Pos. 598-599
Format: I2

F2S100E R'S PARENTS GET ALONG WELL W/EACH OTHER

My parent(s)/guardian(s) get along well with each other

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
FALSE	01	1137	5.4%	8.7%
MOSTLY FALSE	02	521	2.5%	3.8%
MORE FALSE THEN TRUE	03	801	3.8%	5.9%
MORE TRUE THAN FALSE	04	1748	8.2%	13.3%
MOSTLY TRUE	05	3160	14.9%	22.7%
TRUE	06	6389	30.2%	45.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	4	0.0%	(MISS)
MISSING	98	3432	16.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 100F
Tape Pos. 600-601
Format: I2

F2S100F R'S FAMILY WILL BE SIMILAR TO OWN

When I grow up and have a family, it will be similar to my own

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
FALSE	01	2649	12.5%	19.8%
MOSTLY FALSE	02	1112	5.2%	8.0%
MORE FALSE THEN TRUE	03	1529	7.2%	10.9%
MORE TRUE THAN FALSE	04	2138	10.1%	15.5%
MOSTLY TRUE	05	2889	13.6%	20.6%
TRUE	06	3549	16.8%	25.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	98	3326	15.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 101
Tape Pos. 602-602
Format: I1

F2S101 DID R RUN AWAY FROM HOME IN LAST 2YRS

Did you run away from home for a week or more at any time during the last two years?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	791	3.7%	6.1%
NO	2	14163	66.8%	93.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	2238	10.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 102
Tape Pos. 603-603
Format: I1

F2S102 # TIMES R'S FAMILY MOVED SINCE 01-01-88

How many times have you moved since January 1, 1988?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE	1	10511	49.6%	64.9%
1 TIME	2	2702	12.8%	20.0%
2 TIMES	3	991	4.7%	8.3%
3 OR MORE TIMES	4	754	3.6%	6.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	2234	10.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 103
Tape Pos. 604-604
Format: I1

F2S103 # TIMES R CHANGED SCHOOL SINCE 01-01-88

How many times have you changed schools since January 1, 1988? DO NOT count changes that occurred as a result of promotion to another grade level or a move from middle school building to a high school building in the same district.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE	1	12083	57.0%	73.2%
1 TIME	2	2007	9.5%	17.9%
2 TIMES	3	522	2.5%	5.5%
3 OR MORE TIMES	4	324	1.5%	3.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	2256	10.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 104A
Tape Pos. 605-605
Format: I1

F2S104A R NEVER BEEN LEFT HOME ALONE WEEK PLUS

I have never been left alone for a week or longer.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	9042	42.7%	52.0%
NO	2	8150	38.5%	48.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 104B
Tape Pos. 606-607
Format: I2

F2S104B AGE R LEFT HOME ALONE WEEK PLUS

Age

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
01	01	3	0.0%	0.1%
02	02	6	0.0%	0.1%
03	03	5	0.0%	0.1%
04	04	5	0.0%	0.1%
05	05	12	0.1%	0.1%
06	06	39	0.2%	0.6%
07	07	38	0.2%	0.7%
08	08	56	0.3%	1.0%
09	09	88	0.4%	1.5%
10	10	172	0.8%	2.8%
11	11	136	0.6%	2.2%
12	12	336	1.6%	5.5%
13	13	372	1.8%	6.7%
14	14	472	2.2%	9.0%
15	15	860	4.1%	15.2%
16	16	1568	7.4%	27.8%
17	17	1174	5.5%	21.3%
18	18	289	1.4%	4.8%
19	19	28	0.1%	0.4%
20	20	3	0.0%	0.0%
21	21	1	0.0%	0.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	98	2487	11.7%	(MISS)
LEGITIMATE SKIP	99	9042	42.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 105
Tape Pos. 608-608
Format: I1

F2S105 R THINKS S/HE IS A RELIGIOUS PERSON

Do you think of yourself as a religious person?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES, VERY	1	2142	10.1%	14.4%
YES, SOMEWHAT	2	7920	37.4%	54.4%
NO, NOT AT ALL	3	4729	22.3%	31.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	2401	11.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 106

Tape Pos. 609-610
Format: I2

F2S106 HOW OFTEN R ATTEND RELIGIOUS SERVICES

In the past year, about how often have you attended religious services?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MORE THAN ONCE A WEEK	01	1644	7.8%	11.6%
ABOUT ONCE A WEEK	02	3701	17.5%	24.4%
TWO OR THREE TIMES A MONTH	03	1472	6.9%	9.7%
ABOUT ONCE A MONTH	04	1254	5.9%	8.6%
SEVERAL TIMES A YEAR OR LESS	05	3333	15.7%	22.2%
NOT AT ALL	06	3357	15.8%	23.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	2430	11.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

VII. LANGUAGE USE

Question 107

Tape Pos. 611-611
Format: I1

F2S107 IS ENGLISH R'S NATIVE LANGUAGE

Is English your native language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	15002	70.8%	89.6%
NO	2	2077	9.8%	10.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	6	0.0%	(MISS)
MISSING	8	106	0.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 108

How often do you use your native language with....

Question 108A

Tape Pos. 612-612
Format: I1

F2S108A HOW OFTEN R USES NATIVE LANG W/MOTHER

Your mother?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME	1	1197	5.6%	56.4%
ABOUT HALF OF THE TIME	2	276	1.3%	13.3%
SOMETIMES	3	313	1.5%	13.6%
NEVER	4	163	0.8%	11.1%
DOES NOT APPLY	5	95	0.4%	5.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	9	0.0%	(MISS)
MISSING	8	136	0.6%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 108B

Tape Pos. 613-613
Format: I1

F2S108B HOW OFTEN R USES NATIVE LANG W/FATHER

Your father?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME	1	1035	4.9%	49.6%
ABOUT HALF OF THE TIME	2	271	1.3%	11.2%
SOMETIMES	3	307	1.4%	16.3%
NEVER	4	197	0.9%	9.9%
DOES NOT APPLY	5	224	1.1%	13.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
REFUSED	7	10	0.0%	(MISS)
MISSING	8	144	0.7%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 108C

Tape Pos. 614-614
Format: I1

F2S108C HOW OFTEN R USES NATIVE LANG W/SIBLINGS

Your brothers & sisters?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME	1	453	2.1%	25.2%
ABOUT HALF OF THE TIME	2	351	1.7%	16.9%
SOMETIMES	3	644	3.0%	29.3%
NEVER	4	435	2.1%	20.9%
DOES NOT APPLY	5	149	0.7%	7.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	9	0.0%	(MISS)
MISSING	8	148	0.7%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 108D

Tape Pos. 615-615
Format: I1

F2S108D HOW OFTEN R USES NATIVE LANG W/FRIENDS

Your friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME	1	284	1.3%	16.2%
ABOUT HALF OF THE TIME	2	286	1.3%	15.1%
SOMETIMES	3	664	3.1%	32.1%
NEVER	4	661	3.1%	29.3%
DOES NOT APPLY	5	146	0.7%	7.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
REFUSED	7	8	0.0%	(MISS)
MISSING	8	141	0.7%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 108E

Tape Pos. 616-616
Format: I1

F2S108E HOW OFTEN R USES NATIVE LANG W/SPOUSE

Your spouse?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME	1	123	0.6%	6.0%
ABOUT HALF OF THE TIME	2	64	0.3%	3.3%
SOMETIMES	3	98	0.5%	4.8%
NEVER	4	160	0.8%	7.4%
DOES NOT APPLY	5	1550	7.3%	78.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	12	0.1%	(MISS)
MISSING	8	182	0.9%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 109

How well do you do the following?

Question 109A

Tape Pos. 617-617
Format: I1

F2S109A HOW WELL R UNDERSTANDS SPOKEN ENGLISH

Understand spoken English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	1339	6.3%	75.9%
WELL	2	332	1.6%	20.7%
NOT WELL	3	32	0.2%	1.9%
NOT AT ALL	4	18	0.1%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	469	2.2%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 109B

Tape Pos. 618-618
Format: I1

F2S109B HOW WELL DOES R SPEAK ENGLISH

Speak English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	1199	5.7%	67.0%
WELL	2	449	2.1%	28.2%
NOT WELL	3	63	0.3%	3.7%
NOT AT ALL	4	10	0.0%	1.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	469	2.2%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 109C

Tape Pos. 619-619
Format: I1

F2S109C HOW WELL DOES R READ ENGLISH

Read English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	1220	5.8%	69.5%
WELL	2	427	2.0%	25.7%
NOT WELL	3	63	0.3%	4.0%
NOT AT ALL	4	11	0.1%	0.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	469	2.2%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 109D

Tape Pos. 620-620
Format: I1

F2S109D HOW WELL DOES R WRITE ENGLISH

Write English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	1138	5.4%	64.0%
WELL	2	460	2.2%	29.1%
NOT WELL	3	107	0.5%	5.1%
NOT AT ALL	4	12	0.1%	1.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	473	2.2%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 110A

Tape Pos. 621-621
Format: I1

F2S110A SPECIAL HELP IN READING,WRITING ENGLISH

Since the fall of 1989, have you received special help in school in reading, writing, or speaking English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	222	1.0%	14.0%
NO	2	1534	7.2%	86.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	433	2.0%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question 110B

Was the special help in the form of...

Question 110BA

Tape Pos. 622-622
Format: I1

F2S110BA HELP IN FORM OF INDIVIDUAL TUTORING

Individual (one-to-one) tutoring?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	58	0.3%	35.2%
NO	2	120	0.6%	64.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	478	2.3%	(MISS)
LEGITIMATE SKIP	9	16536	78.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 110BB

Tape Pos. 623-623
Format: I1

F2S110BB SPECIAL HELP IN FORM OF A SMALL GROUP

A small group?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	76	0.4%	41.7%
NO	2	101	0.5%	58.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	478	2.3%	(MISS)
LEGITIMATE SKIP	9	16536	78.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 110BC

Tape Pos. 624-624
Format: I1

F2S110BC SPECIAL HELP IN FORM OF A LARGE GROUP

A large group other than your regular class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	40	0.2%	24.1%
NO	2	138	0.7%	75.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	478	2.3%	(MISS)
LEGITIMATE SKIP	9	16536	78.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 110BD

Tape Pos. 625-625
Format: I1

F2S110BD HELP IN FORM OF ENGLISH SECOND LANGUAGE

English as a Second Language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	116	0.5%	70.7%
NO	2	62	0.3%	29.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	478	2.3%	(MISS)
LEGITIMATE SKIP	9	16536	78.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 110BE

Tape Pos. 626-626
Format: I1

F2S110BE HELP IN FORM OF BILINGUAL EDUCATION

Bilingual education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	53	0.3%	30.8%
NO	2	125	0.6%	69.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	478	2.3%	(MISS)
LEGITIMATE SKIP	9	16536	78.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 110C

Since the fall of 1989, how much have your English skills improved in the following areas because you participated in special classes or activities?

Question 110CA

Tape Pos. 627-627
Format: I1

F2S110CA SINCE 89 PROG HELP R UNDRSTND SPOKEN ENG

Understand spoken English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	1	11	0.1%	9.9%
SOMEWHAT	2	80	0.4%	43.0%
A GREAT DEAL	3	76	0.4%	47.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	489	2.3%	(MISS)
LEGITIMATE SKIP	9	16536	78.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 110CB

Tape Pos. 628-628
Format: I1

F2S110CB SINCE 89 PROG HELP R SPEAK ENGLISH

Speak English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	1	10	0.0%	9.5%
SOMEWHAT	2	85	0.4%	42.0%
A GREAT DEAL	3	74	0.3%	48.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	487	2.3%	(MISS)
LEGITIMATE SKIP	9	16536	78.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 110CC

Tape Pos. 629-629
Format: I1

F2S110CC SINCE 89 PROG HELP R READ ENGLISH

Read English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	1	12	0.1%	9.2%
SOMEWHAT	2	80	0.4%	41.7%
A GREAT DEAL	3	74	0.3%	49.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	490	2.3%	(MISS)
LEGITIMATE SKIP	9	16536	78.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 110CD

Tape Pos. 630-630
Format: I1

F2S110CD SINCE 89 PROG HELP R WRITE ENGLISH

Write English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	1	13	0.1%	10.2%
SOMEWHAT	2	81	0.4%	42.1%
A GREAT DEAL	3	73	0.3%	47.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	489	2.3%	(MISS)
LEGITIMATE SKIP	9	16536	78.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 111

Have your English skills made it difficult for you to...

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Question   111A                              Tape Pos. 631-631
---------------                              Format: I1

F2S111A   R'S ENG SKILLS MAKES IT HARD TO DO PAPER

Write papers for class?

                                                      PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
YES............................      1       314     1.5%   19.2%
NO.............................      2      1368     6.5%   80.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MISSING....................       8       508     2.4% (MISS)
   LEGITIMATE SKIP............       9     15002    70.8% (MISS)
                                           -----    -----   -----
 TOTALS:                                   21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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---------------
Question   111B                              Tape Pos. 632-632
---------------                              Format: I1

F2S111B   R'S ENG SKILLS MAKES ESSAY EXAM HARD

Take essay exams?

                                                      PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
YES............................      1       326     1.5%   20.1%
NO.............................      2      1352     6.4%   79.9%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MISSING....................       8       512     2.4% (MISS)
   LEGITIMATE SKIP............       9     15002    70.8% (MISS)
                                           -----    -----   -----
 TOTALS:                                   21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   111C                              Tape Pos. 633-633
---------------                              Format: I1

F2S111C   R'S ENG SKILLS MAKE M.C. EXAM HARD

Take multiple choice exams?

                                                      PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
YES............................      1       165     0.8%   10.9%
NO.............................      2      1511     7.1%   89.1%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MISSING....................       8       514     2.4% (MISS)
   LEGITIMATE SKIP............       9     15002    70.8% (MISS)
                                           -----    -----   -----
 TOTALS:                                   21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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---------------
Question   111D          //                  Tape Pos. 634-634
---------------                              Format: I1

F2S111D   HARD FOR R TO UNDERSTAND TEACHER

Understand what the teacher says in class?

                                                      PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
YES............................      1       141     0.7%   10.6%
NO.............................      2      1535     7.2%   89.4%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MISSING....................       8       514     2.4% (MISS)
   LEGITIMATE SKIP............       9     15002    70.8% (MISS)
                                           -----    -----   -----
 TOTALS:                                   21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   111E                              Tape Pos. 635-635
---------------                              Format: I1

F2S111E   HARD FOR R TO TAKE NOTES IN CLASS

Take notes on the material you learn in class?

                                                      PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
YES............................      1       157     0.7%   12.2%
NO.............................      2      1522     7.2%   87.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MISSING....................       8       511     2.4% (MISS)
   LEGITIMATE SKIP............       9     15002    70.8% (MISS)
                                           -----    -----   -----
 TOTALS:                                   21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   111F                              Tape Pos. 636-636
---------------                              Format: I1

F2S111F   HARD FOR R TO DISCUSS IN CLASS

Participate in class discussions?

                                                      PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
YES............................      1       216     1.0%   15.2%
NO.............................      2      1460     6.9%   84.8%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MISSING....................       8       514     2.4% (MISS)
   LEGITIMATE SKIP............       9     15002    70.8% (MISS)
                                           -----    -----   -----
 TOTALS:                                   21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   111G                              Tape Pos. 637-637
---------------                              Format: I1

F2S111G   HARD FOR R TO COMPLETE HOMEWORK

Complete homework assignments?

                                                      PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
YES............................      1       155     0.7%   10.7%
NO.............................      2      1519     7.2%   89.3%
 RESERVED CODES:
   NONRESPONDENTS & DROPOUTS..               3996    18.9% (MISS)
   MISSING....................       8       516     2.4% (MISS)
   LEGITIMATE SKIP............       9     15002    70.8% (MISS)
                                           -----    -----   -----
 TOTALS:                                   21188   100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   112
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Have your English skills made it difficult for you to...
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Question 112A

Tape Pos. 638-638
Format: I1

F2S112A HARD FOR R TO APPLY FOR JOBS

Apply for certain jobs?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	110	0.5%	8.2%
NO	2	1550	7.3%	91.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	530	2.5%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 112B

Tape Pos. 639-639
Format: I1

F2S112B HARD FOR R TO GET HELP,NO TCHRS UNDRSTND

Go to teachers and counselors for help because they won't understand you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	77	0.4%	5.9%
NO	2	1582	7.5%	94.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	531	2.5%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 112C

Tape Pos. 640-640
Format: I1

F2S112C HARD FOR R, PARTICIPATE SCHL ACTIVITIES

Participate in school activities?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	106	0.5%	7.8%
NO	2	1551	7.3%	92.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	533	2.5%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 112D

Tape Pos. 641-641
Format: I1

F2S112D HARD FOR R PARTICIPATE IN SPORTS

Participate in school sports?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	69	0.3%	5.8%
NO	2	1586	7.5%	94.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	535	2.5%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 112E

Tape Pos. 642-642
Format: I1

F2S112E HARD FOR R TO MAKE FRIENDS

Become friends with students who do not speak the same native language as you?

RESPONSE	CODES	FREQ	PER--CENT	WGTD PCT
YES	1	142	0.7%	10.9%
NO	2	1514	7.1%	89.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	534	2.5%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113

How much of a problem do problem do you feel your understanding of the English language is or would be in the following situations?

Question 113A

Tape Pos. 643-643
Format: I1

F2S113A HARD TO GET GOOD GRADES B/C OF ENGLISH

Obtaining good grades in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1250	5.9%	75.3%
SOMEWHAT OF A PROBLEM	2	299	1.4%	18.8%
A MAJOR PROBLEM	3	86	0.4%	5.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	555	2.6%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113B

Tape Pos. 644-644
Format: I1

F2S113B HARD TO GET JOB B/C OF ENGLISH

Getting hired for a job that you really want

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1272	6.0%	77.4%
SOMEWHAT OF A PROBLEM	2	259	1.2%	15.9%
A MAJOR PROBLEM	3	100	0.5%	6.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	558	2.6%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113C

Tape Pos. 645-645
Format: I1

F2S113C HARD TO GET HI PAY B/C OF ENGLISH

Getting higher pay in a job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1246	5.9%	76.4%
SOMEWHAT OF A PROBLEM	2	252	1.2%	14.6%
A MAJOR PROBLEM	3	130	0.6%	9.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	559	2.6%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113D

Tape Pos. 646-646
Format: I1

F2S113D HARD TO APPLY TO 4YR SCHL B/C OF ENG

Applying to a four year college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1264	6.0%	77.7%
SOMEWHAT OF A PROBLEM	2	255	1.2%	15.1%
A MAJOR PROBLEM	3	110	0.5%	7.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	561	2.6%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113E

Tape Pos. 647-647
Format: I1

F2S113E HARD TO APPLY TO 2YR SCHL B/C OF ENG

Applying to a two-year community/junior college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1336	6.3%	81.1%
SOMEWHAT OF A PROBLEM	2	221	1.0%	13.9%
A MAJOR PROBLEM	3	69	0.3%	5.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	564	2.7%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113F

Tape Pos. 648-648
Format: I1

F2S113F HARD TO APPLY TO TECH SCHL B/C OF ENG

Applying to a vocational, technical, business, or trade school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1326	6.3%	80.8%
SOMEWHAT OF A PROBLEM	2	236	1.1%	14.8%
A MAJOR PROBLEM	3	58	0.3%	4.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	568	2.7%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113G

Tape Pos. 649-649
Format: I1

F2S113G HARD ACCEPTANCE AT 4YR SCHL B/C OF ENG

Getting accepted at a four year college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1236	5.8%	76.5%
SOMEWHAT OF A PROBLEM	2	276	1.3%	15.9%
A MAJOR PROBLEM	3	110	0.5%	7.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	568	2.7%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113H

Tape Pos. 650-650
Format: I1

F2S113H HARD ACCEPTANCE AT 2YR SCHL B/C OF ENG

Getting accepted at a two-year community/junior college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1319	6.2%	80.3%
SOMEWHAT OF A PROBLEM	2	225	1.1%	15.0%
A MAJOR PROBLEM	3	70	0.3%	4.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	576	2.7%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113I

Tape Pos. 651-651
Format: I1

F2S113I HARD ACCEPTANCE AT TECH SCHL B/C OF ENG

Getting accepted at a vocational, technical, business, or trade school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1314	6.2%	80.8%
SOMEWHAT OF A PROBLEM	2	238	1.1%	15.6%
A MAJOR PROBLEM	3	60	0.3%	3.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	577	2.7%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113J

Tape Pos. 652-652
Format: I1

F2S113J HARD TO GET GOOD GRADES IN COLL B/C ENG

Getting good grades in college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL	1	1177	5.6%	72.3%
SOMEWHAT OF A PROBLEM	2	313	1.5%	19.5%
A MAJOR PROBLEM	3	130	0.6%	8.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		3996	18.9%	(MISS)
MISSING	8	570	2.7%	(MISS)
LEGITIMATE SKIP	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 113K

Tape Pos. 653-653
Format: I1

F2S113K HARD TO GET GOOD GRADE TECH SCHL B/C ENG

Getting good grades in vocational, technical, trade, or business school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO PROBLEM AT ALL..............	1	1249	5.9%	75.9%
SOMEWHAT OF A PROBLEM..........	2	275	1.3%	18.1%
A MAJOR PROBLEM................	3	91	0.4%	6.1%
RESERVED CODES.				
NONRESPONDENTS & DROPOUTS..		3996	18.9%	(MISS)
MISSING......................	8	575	2.7%	(MISS)
LEGITIMATE SKIP.............	9	15002	70.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question F2QWT

Tape Pos. 654-663
Format: R10.4

F2QWT F2 QUESTIONNAIRE WEIGHT

Use for producing weighted twelfth grade student statistics in cross-sectional analyses.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2.139 TO 6670.0859............	000001.00	19220	90.7%	100.0%
RESERVED CODES:				
MISSING....................	000000.00	1968	9.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   STU_ID                          Tape Pos. 1-7
-----------------                          Format: I7

STU_ID     STUDENT ID

Student ID
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-----------------
Question   F2QWT                           Tape Pos. 8-17
-----------------                          Format: R10.4

F2QWT      F2 QUESTIONNAIRE WEIGHT

Use for producing weighted twelfth grade student statistics
in cross-sectional analyses.

                                                   PER-   WCTD
    RESPONSE                       CODES    FREQ   CENT   PCT
   ----------                    ---------  -----  -----  -----
2.139 TO 6670.0859............000001.00    19220   90.7% 100.0%
 RESERVED CODES:
   MISSING....................000000.00     1968    9.3% (MISS)
                                           -----  -----  -----
 TOTALS:                                   21188  100.0% 100.0%
```

```
------------------
Question   F2PNLWT                         Tape Pos. 18-27
------------------                         Format: R10.4

F2PNLWT    F2 8TH GRADE PANEL WEIGHT

Use for producing weighted student panel statistics when
all three survey waves (base year, first follow-up and
second follow-up) data are included in the analyses.

                                                   PER-   WCTD
    RESPONSE                       CODES    FREQ   CENT   PCT
   ----------                    ---------  -----  -----  -----
2.3914 TO 7388.1333...........000001.00    16489   77.8% 100.0%
 RESERVED CODES:
   MISSING....................000000.00     4699   22.2% (MISS)
                                           -----  -----  -----
 TOTALS:                                   21188  100.0% 100.0%
```

```
------------------
Question   F2F1PNWT                        Tape Pos. 28-37
------------------                         Format: R10.4

F2F1PNWT   PANEL WEIGHT FOR F1 - F2 COMPLETERS

Use for producing weighted student panel statistics when
both first follow-up and second follow-up data are employed
in the analyses.

                                                   PER-   WCTD
    RESPONSE                       CODES    FREQ   CENT   PCT
   ----------                    ---------  -----  -----  -----
2.3129 TO 6780.0735...........000001.00    18116   85.5% 100.0%
 RESERVED CODES:
   MISSING....................000000.00     3072   14.5% (MISS)
                                           -----  -----  -----
 TOTALS:                                   21188  100.0% 100.0%
```

```
------------------
Question   F2CXTWT                         Tape Pos. 38-47
------------------                         Format: R10.4

F2CXTWT    CONTEXTUAL DATA WEIGHT

Use for producing weighted student contextual component
statistics, in conjunction with either cross-sectional or
longitudinal analyses that also involve school
administrator and/or teacher data.

                                                   PER-   WCTD
    RESPONSE                       CODES    FREQ   CENT   PCT
   ----------                    ---------  -----  -----  -----
1.9799 TO 12025.0942..........000001.00    15695   74.1% 100.0%
 RESERVED CODES:
   MISSING....................000000.00     5493   25.9% (MISS)
                                           -----  -----  -----
 TOTALS:                                   21188  100.0% 100.0%
```

```
------------------
Question   F2TRSCWT                        Tape Pos. 48-57
------------------                         Format: R10.4

F2TRSCWT   TRANSCRIPT WEIGHT

Transcript Weight.

                                                   PER-   WCTD
    RESPONSE                       CODES    FREQ   CENT   PCT
   ----------                    ---------  -----  -----  -----
2.2148 TO 12532.0768..........000001.00    17100   80.7% 100.0%
 RESERVED CODES:
   MISSING....................000000.00     4088   19.3% (MISS)
                                           -----  -----  -----
 TOTALS:                                   21188  100.0% 100.0%
```

```
------------------
Question   F2TRP1WT                        Tape Pos. 58-67
------------------                         Format: R10.4

F2TRP1WT   TRANSCRIPT PANEL WEIGHT, GRADES 8-12

Transcript panel weight, grades 8-12

                                                   PER-   WCTD
    RESPONSE                       CODES    FREQ   CENT   PCT
   ----------                    ---------  -----  -----  -----
2.4483 TO 13753.8942..........000001.00    14283   67.4% 100.0%
 RESERVED CODES:
   MISSING....................000000.00     6905   32.6% (MISS)
                                           -----  -----  -----
 TOTALS:                                   21188  100.0% 100.0%
```

```
------------------
Question   F2TRP2WT                        Tape Pos. 68-77
------------------                         Format: R10.4

F2TRP2WT   TRANSCRIPT PANEL WEIGHT, GRADES 10-12

Transcript panel weight, grades 10-12

                                                   PER-   WCTD
    RESPONSE                       CODES    FREQ   CENT   PCT
   ----------                    ---------  -----  -----  -----
2.4676 TO 13440.6231..........000001.00    15541   73.3% 100.0%
 RESERVED CODES:
   MISSING....................000000.00     5647   26.7% (MISS)
                                           -----  -----  -----
 TOTALS:                                   21188  100.0% 100.0%
```

```
------------------
Question   F2BYQFLC                        Tape Pos. 78-78
------------------                         Format: I1

F2BYQFLC   BASE YEAR QUESTIONNAIRE AVAILABLE

Indicates whether or not sample member completed a base
year student questionnaire.

                                                   PER-   WCTD
    RESPONSE                       CODES    FREQ   CENT   PCT
   ----------                    ---------  -----  -----  -----
DID NOT COMPLETE..............         0    2795   13.2%  12.5%
COMPLETED BY QUEX.............         1   18393   86.8%  87.5%
                                           -----  -----  -----
 TOTALS:                                   21188  100.0% 100.0%
```

```
------------------
Question   F2F1QFLC                        Tape Pos. 79-79
------------------                         Format: I1

F2F1QFLC   F1 QUESTIONNAIRE AVAILABLE

Indicates whether or not sample member completed a first
follow-up student or dropout questionnaire.

                                                   PER-   WCTD
    RESPONSE                       CODES    FREQ   CENT   PCT
   ----------                    ---------  -----  -----  -----
DID NOT COMPLETE..............         0    1794    8.5%   7.9%
STUDENT QUEX COMPLETE.........         1   18479   87.2%  86.3%
DROPOUT QUEX COMPLETE.........         2     915    4.3%   5.8%
                                           -----  -----  -----
 TOTALS:                                   21188  100.0% 100.0%
```

Question F2QFLC

Tape Pos. 80-80
Format: I1

F2QFLC SECOND FOLLOW-UP QUESTIONNAIRE AVAILABLE

Indicates whether or not sample member completed a second follow-up student or dropout questionnaire.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE..............	0	1968	9.3%	0.0%
STUDENT QUEX COMPLETE.........	1	17192	81.1%	86.0%
DROPOUT QUEX COMPLETE.........	2	2028	9.6%	14.0%
TOTALS:		21188	100.0%	100.0%

Question F2TXFLC

Tape Pos. 81-81
Format: I1

F2TXFLC STUDENT TESTS AVAILABLE

Indicates whether or not sample member completed a second follow-up cognitive test. This flag appears on the dropout file even though the test scores do not; dropout test scores appear only on the student data files.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE..............	0	6962	32.9%	29.3%
COMPLETED TESTS...............	1	14226	67.1%	70.7%
TOTALS:		21188	100.0%	100.0%

Question F2NSSFLG

Tape Pos. 82-82
Format: I1

F2NSSFLG NEW STUDENT SUPPLEMENT AVAILABLE

Indicates whether or not sample member completed a second follow-up New Student Supplement (NSS).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SUPPLEMENT N/A OR MISSING.....	0	20571	97.1%	96.5%
SUPPLEMENT COMPLETED..........	1	617	2.9%	3.5%
TOTALS:		21188	100.0%	100.0%

Question F2BYF1PN

Tape Pos. 83-83
Format: I1

F2BYF1PN BY AND F1 QUESTIONNAIRES AVAILABLE

Indicates whether or not sample member on second follow-up file is part of the base year/first follow-up panel sample (eighth grade [1988] to tenth grade [1990] longitudinal panel).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT BY / F1 PANEL MEMBER......	0	3764	17.8%	17.6%
BY / F1 PANEL MEMBER..........	1	17424	82.2%	82.4%
TOTALS:		21188	100.0%	100.0%

Question F2F1PNFL

Tape Pos. 84-84
Format: I1

F2F1PNFL F1 & F2 QUESTIONNAIRES AVAILABLE

Indicates whether or not sample member on second follow-up file is a member of the first follow-up/second follow-up panel sample (tenth grade [1990] to twelfth grade [1992] longitudinal panel).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT F1 / F2 PANEL MEMBER......	0	3072	14.5%	7.9%
F1 / F2 PANEL MEMBER, NOT IN 10TH GRADE....................	1	1367	6.5%	9.8%
F1 / F2 PANEL MEMBER..........	2	16749	79.0%	82.3%
TOTALS:		21188	100.0%	100.0%

Question F2PNLFLG

Tape Pos. 85-85
Format: I1

F2PNLFLG BY & F1 & F2 QUESTIONNAIRES AVAILABLE

Indicates whether or not sample member on second follow-up file is a member of the base year/first follow-up/second follow-up panel sample (participation in all three waves of NELS:88: eighth grade [1988], tenth grade [1990], and twelfth grade [1992]).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT BY / F1 / F2 PANEL MEMBER.	0	4699	22.2%	17.6%
BY / F1 / F2 PANEL MEMBER.....	1	16489	77.8%	82.4%
TOTALS:		21188	100.0%	100.0%

Question F2ADMFLG

Tape Pos. 86-86
Format: I1

F2ADMFLG SCHOOL QUESTIONNAIRE AVAILABLE

Indicates whether or not a school administrator questionnaire is available for all sample members on the file.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUEX NOT COMPLETE.............	0	324	1.5%	1.2%
SCHOOL QUEX COMPLETED.........	1	15987	75.5%	72.1%
NOT APPLICABLE................	2	4877	23.0%	26.7%
TOTALS:		21188	100.0%	100.0%

Question F2PAQFLG

Tape Pos. 87-87
Format: I1

F2PAQFLG F2 PARENT QUESTIONNAIRE FLAG

Indicates whether or not a second follow-up parent questionnaire was completed by an eligible parent, who was not subsampled out of the second follow-up, of a teen sample member who completed a second follow-up student or dropout questionnaire.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE QUESTIONNAIRE	0	3181	15.0%	7.3%
COMPLETED PARENT QUESTIONNAIRE	1	16395	77.4%	84.3%
SUBSAMPLED OUT................	2	1612	7.6%	8.4%
TOTALS:		21188	100.0%	100.0%

Question F2TRSCFL

Tape Pos. 88-88
Format: I1

F2TRSCFL F2 TRANSCRIPT FLAG

Indicates whether or not transcript data were collected for a sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO TRANSCRIPT DATA COLLECTED..	0	1933	9.1%	9.7%
TRANSCRIPT DATA COLLECTED.....	1	17100	80.7%	78.8%
NOT APPLICABLE - SAMPLE MEMBER NOT PART OF TRANSCRIPT SAMPLE.........................	2	2155	10.2%	11.5%
TOTALS:		21188	100.0%	100.0%

Question F2TEQFLC

Tape Pos. 89-89
Format: I1

F2TEQFLC TEACHER QUESTIONNAIRE AVAILABLE

The teacher file includes student participants in the contextual sample regardless of whether or not the student received a teacher report. F2TEQFLC allows analysts to select the students on the file for whom teacher data are available. Because there are two types of situtations in which a student is considered Not Applicable, see Appendix H of the Second Follow-Up: Student Component Data File User's Manual for a complete description of the Not Applicable categories.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
TEACHER QUEX NOT COMPLETED....	0	1008	4.8%	4.5%
TEACHER QUEX COMPLETED.........	1	9853	46.5%	44.9%
NOT APPLICABLE - STUDENT WAS NOT ENROLLED IN MATH OR SCIENCE CLASS..................	2	5450	25.7%	23.9%
NOT APPLICABLE - STUDENT IS NOT A MEMBER OF THE CONTEXTUAL SAMPLE..............	3	4877	23.0%	26.7%
TOTALS:		21188	100.0%	100.0%

Question F2CXTFLC

Tape Pos. 90-90
Format: I1

F2CXTFLC SAMPLE MEMBER PART OF F2 CONTEXT SAMPLE

Indicates that a sample member belongs to the contextual components sample. Use this variable for identifying sample members who were both enrolled in an eligible contextual school (eligible for collection of school administration and teacher data) and who completed a second follow-up student questionnaire.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A MEMBER..................	0	4877	23.0%	26.7%
MEMBER AND QUEX COMPLETE......	1	15695	74.1%	73.3%
MEMBER BUT NO QUEX COMPLETE...	2	616	2.9%	0.0%
TOTALS:		21188	100.0%	100.0%

Question F2TRP1FL

Tape Pos. 91-91
Format: I1

F2TRP1FL 8-12 GRADE PANEL MEMBER, AND TRANSCRIPT

Indicates whether or not a sample member was a part of the eighth-to twelfth-grade student panel and a transcript was collected for the sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IN 8-12 PANEL OR TRANSCRIPT NOT COLLECTED......	0	6905	32.6%	33.2%
IN 8-12 PANEL AND TRANSCRIPT COLLECTED......................	1	14283	67.4%	66.8%
TOTALS:		21188	100.0%	100.0%

Question F2TRP2FL

Tape Pos. 92-92
Format: I1

F2TRP2FL 10-12 GRADE PANEL MEMBER, AND TRANSCRIPT

Indicates whether or not a sample member was a part of the tenth-to twelfth-grade student panel and a transcript was collected for the sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IN 10-12 PANEL, OR NO TRANSCRIPT COLLECTED..........	0	5647	26.7%	26.0%
IN 10-12 PANEL AND TRANSCRIPT COLLECTED, BUT NOT IN 10TH GRADE..........................	1	916	4.3%	6.0%
IN 10-12 PANEL, TRANSCRIPT COLLECTED, ENROLLED IN 10TH GRADE..........................	2	14625	69.0%	68.0%
TOTALS:		21188	100.0%	100.0%

Question G8COHORT

Tape Pos. 93-93
Format: I1

G8COHORT MEMBER 8TH GRADE IN-SCHOOL CLASS 87-88

Indicates whether or not sample member is a member of the 8th grade cohort (whether or not s/he was enrolled in the 8th grade during the 1987-88 school year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A MEMBER..................	0	1126	5.3%	4.8%
SPRING MEMBER.................	1	19645	92.7%	92.4%
INELIGIBLE MEMBER.............	3	417	2.0%	2.8%
TOTALS:		21188	100.0%	100.0%

Question G10COHRT

Tape Pos. 94-94
Format: I1

G10COHRT MEMBER 10TH GRADE IN-SCHOOL CLASS 89-90

Indicates whether or not sample member is a member of the 10th grade cohort (whether or not s/he was enrolled in the 10th grade during the 1989-90 school year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A MEMBER..................	0	2915	13.8%	14.0%
SPRING MEMBER.................	1	18176	85.8%	85.6%
INELIGIBLE MEMBER.............	3	97	0.5%	0.4%
TOTALS:		21188	100.0%	100.0%

Question G12COHRT

Tape Pos. 95-95
Format: I1

G12COHRT MEMBER 12TH GRADE IN-SCHOOL CLASS 91-92

Indicates whether or not sample member is a member of the 12th grade cohort (whether or not s/he was enrolled in the 12th grade during the 1991-92 school year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A MEMBER..................	0	4003	18.9%	19.7%
SPRING MEMBER.................	1	17153	81.0%	80.3%
INELIGIBLE MEMBER.............	3	32	0.2%	0.0%
TOTALS:		21188	100.0%	100.0%

Question F2STAT

Tape Pos. 96-97
Format: I2

F2STAT STATUS OF SAMPLE MEMBER IN F2

Indicates final status in the second follow-up for sample members who appear on the file.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PARTICIPATED..................	00	19220	90.7%	100.0%
OTHER REASONS, NONRESPONDENT..	01	779	3.7%	0.0%
UNLOCATABLE...................	02	671	3.2%	0.0%
REFUSED.......................	03	253	1.2%	0.0%
INELIGIBLE....................	04	31	0.1%	0.0%
OUT OF COUNTRY................	05	200	0.9%	0.0%
DECEASED......................	06	34	0.2%	0.0%
TOTALS:		21188	100.0%	100.0%

Question F2RWTST

Tape Pos. 98-98
Format: I1

F2RWTST F2 REAL OR IMPUTED ENROLLMENT STATUS

Sample member's F2 enrollment status (real and imputed) used in weighting

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
IN-SCHOOL IN GRADE............	1	17482	82.5%	80.3%
IN-SCHOOL OUT OF GRADE........	2	521	2.5%	3.3%
DROPOUT.......................	3	2903	13.7%	16.4%
INELIGIBLE OR OUT-OF-SCOPE....	4	282	1.3%	0.0%
TOTALS:		21188	100.0%	100.0%

Question F2DOSTAT

Tape Pos. 99-99
Format: I1

F2DOSTAT DROPOUT STATUS

Indicates enrollment status, either dropout or student, as of the second follow-up ONLY. Also permits identification of dropouts according to either the NELS:88 first follow-up definition of a dropout or the HS&B/NELS:88 second follow-up definition. For more information on selecting dropouts by different dropout definitions, see Appendix D of the Second Follow-Up: Dropout Component Data File User's Manual.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT DROP OUT	0	17553	82.8%	83.0%
STATUS NOT DETERMINED	1	799	3.8%	0.0%
DROPOUT, BUT RETURNED	2	111	0.5%	0.6%
ALTERNATIVE STUDENT	3	864	4.1%	5.7%
SCHOOL REPORTED DROPOUT	4	106	0.5%	0.0%
DROPOUT, NO RETURN	5	1755	8.3%	10.7%
TOTALS:		21188	100.0%	100.0%

Question F2SEQFLG

Tape Pos. 100-100
Format: I1

F2SEQFLG ENROLLED 12TH GR. WHEN QUEX ADMINISTERED

Indicates whether or not participating students are currently enrolled in 12th grade. Also identifies dropouts, regardless of their participation status.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENROLLED 12TH GRADE	0	16114	76.1%	78.6%
EARLY GRADUATE	1	278	1.3%	1.6%
ENROLLED OTHER GRADE	2	450	2.1%	3.3%
NOT APPLICABLE-OTHER NON-PARTICIPANT	3	1621	7.7%	0.0%
NOT APPLICABLE-ALTERNATIVE COMPLETER	4	864	4.1%	5.7%
NOT APPLICABLE-DROPOUT	5	1861	8.8%	10.7%
TOTALS:		21188	100.0%	100.0%

Question F2SMPFLG

Tape Pos. 101-101
Format: I1

F2SMPFLG SAMPLE MEMBER FLAG

Indicates how and when sample members were brought into the study: base year (eighth grade cohort or base year ineligible), first or second follow-up freshened student.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
EIGHTH GRADE COHORT	0	19645	92.7%	92.4%
F2 OR 12TH GRADE FRESHENED STUDENT	1	264	1.2%	1.1%
F1 OR 10TH GRADE FRESHENED STUDENT	2	862	4.1%	3.7%
BASE YEAR INELIGIBLE	3	417	2.0%	2.8%
TOTALS:		21188	100.0%	100.0%

Question F2EGDFLG

Tape Pos. 102-102
Format: I1

F2EGDFLG EARLY GRAD/GED COMPLETER FLAG

Distinguishes early graduates and GED completers from other types of sample members. F2EGDFLG is based on the sample member's early graduation status and GED completion status prior to April 1, 1992.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEITHER AN EARLY GRADUATE NOR GED COMPLETER	0	20575	97.1%	96.6%
EARLY GRADUATE	1	360	1.7%	1.7%
GED COMPLETER	2	253	1.2%	1.7%
TOTALS:		21188	100.0%	100.0%

Question F2F1DOST

Tape Pos. 103-104
Format: I2

F2F1DOST DROPOUT STATUS

Indicates the dropout status of a sample member in the first follow-up. F2F1DOST is like F1DOSTAT, except that it reflects the correction of sampling errors included in the second follow-up release of the first follow-up files.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT DROP OUT	00	18885	89.1%	89.8%
NOT DETERMINED	01	855	4.0%	2.4%
DROPOUT, RETURNED	02	155	0.7%	0.7%
HOMESTUDY	03	11	0.1%	0.0%
SCHOOL REPORTED DROPOUT	04	80	0.4%	0.1%
DROPOUT, NO RETURN	05	938	4.4%	5.9%
NOT APPLICABLE, F2 FRESHENED	06	264	1.2%	1.1%
TOTALS:		21188	100.0%	100.0%

Question F2EVDOST

Tape Pos. 105-105
Format: I1

F2EVDOST EVER DROPPED OUT STATUS

Indicates whether or not the sample member has ever dropped out in the first follow-up or second follow-up. F2EVDOST is based on a sample member's dropout history since the beginning of the first follow-up in March 1989.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAS NOT DROPPED OUT SINCE MARCH 1989	0	18034	85.1%	82.1%
HAS DROPPED OUT AT LEAST ONCE SINCE MARCH 1989	1	3154	14.9%	17.9%
TOTALS:		21188	100.0%	100.0%

Question F2UNIV1

Tape Pos. 106-109
Format: I4

F2UNIV1 SAMPLE MEMBER STATUS IN ALL THREE WAVES

Indicates simultaneously the base year, first follow-up and second follow-up situation of every student sample member ever in the study. This variable has 107 valid values that account for every pattern encountered in NELS:88. Note however that not all cases are delivered on the public files, so there will be gaps in the range of codes displayed in the codebook and on different files. Value labels in the codebooks begin with BY status, followed by F1 and then F2 status. SAS and SPSS-X value labels follow the same sequence but are, of necessity, much shorter. See Appendix H of the Second Follow-up: Student Component Data File User's Manual for a list of abbreviations.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BY INELIC F1 IN-SCHL, IN-GRADE F2 IN-SCHL, IN-GRADE.........	0001	152	0.7%	1.3%
BY INELIC F1 IN-SCHL, IN-GRADE F2 IN-SCHL, OUT-OF-GRADE.....	0002	5	0.0%	0.0%
BY INELIC F1 IN-SCHL, IN-GRADE F2 DROPOUT..................	0003	32	0.2%	0.3%
BY INELIC F1 IN-SCHL, IN-GRADE F2 INELIC...................	0004	1	0.0%	0.0%
BY INELIC F1 IN-SCHL, IN-GRADE F2 OUT-OF-SCOPE.............	0005	1	0.0%	0.0%
BY INELIC F1 IN-SCHL, IN-GRADE F2 STATUS UNK...............	0006	31	0.1%	0.0%
BY ELIG F1 IN-SCHL, OUT-OF-GRADE F2 IN-SCHL, IN-GRADE.........	0007	248	1.2%	1.4%
BY ELIG F1 IN-SCHL, OUT-OF-GRADE F2 IN-SCHL, OUT-OF-GRADE.....	0008	146	0.7%	0.9%
BY ELIG F1 IN-SCHL, OUT-OF-GRADE F2 DROPOUT..................	0009	281	1.3%	1.7%
BY ELIG F1 IN-SCHL, OUT-OF-GRADE F2 INELIC...................	0010	3	0.0%	0.0%
BY ELIG F1 IN-SCHL, OUT-OF-GRADE F2 OUT-OF-SCOPE.............	0011	5	0.0%	0.0%
BY ELIG F1 IN-SCHL, OUT-OF-GRADE F2 STATUS UNK...............	0012	32	0.2%	0.0%
BY ELIG F1 DROPOUT F2 IN-SCHL, IN-GRADE.........	0013	48	0.2%	0.3%
BY ELIG F1 DROPOUT F2 IN-SCHL, OUT-OF-GRADE.....	0014	17	0.1%	0.4%
BY ELIG F1 DROPOUT F2 DROPOUT..................	0015	798	3.8%	5.0%
BY ELIG F1 DROPOUT F2 OUT-OF-SCOPE.............	0017	8	0.0%	0.0%
BY ELIG F1 DROPOUT F2 STATUS UNK...............	0018	111	0.5%	0.0%
BY ELIG F1 INELIC F2 IN-SCHL, IN-GRADE.........	0019	13	0.1%	0.1%
BY ELIG F1 INELIC F2 IN-SCHL, OUT-OF-GRADE.....	0020	2	0.0%	0.0%
BY ELIG F1 INELIC F2 DROPOUT..................	0021	7	0.0%	0.0%
BY ELIG F1 INELIC F2 INELIC...................	0022	22	0.1%	0.0%
BY ELIG F1 OUT-OF-SCOPE F2 IN-SCHL, IN-GRADE.........	0025	9	0.0%	0.0%
BY ELIG F1 OUT-OF-SCOPE F2 IN-SCHL, OUT-OF-GRADE.....	0026	1	0.0%	0.0%
BY ELIG F1 OUT-OF-SCOPE F2 DROPOUT..................	0027	15	0.1%	0.1%
BY ELIG F1 OUT-OF-SCOPE F2 OUT-OF-SCOPE.............	0029	58	0.3%	0.0%
BY ELIG F1 OUT-OF-SCOPE F2 STATUS UNK...............	0030	18	0.1%	0.0%
BY ELIG F1 STATUS UNK F2 IN-SCHL, IN-GRADE.........	0031	445	2.1%	1.8%
BY ELIG F1 STATUS UNK F2 IN-SCHL, OUT-OF-GRADE.....	0032	16	0.1%	0.1%
BY ELIG F1 STATUS UNK F2 DROPOUT..................	0033	72	0.3%	0.3%
BY ELIG F1 STATUS UNK F2 INELIC...................	0034	1	0.0%	0.0%
BY ELIG F1 STATUS UNK F2 OUT-OF-SCOPE.............	0035	1	0.0%	0.0%
BY ELIG F1 STATUS UNK F2 STATUS UNK...............	0036	84	0.4%	0.0%
BY ELIG F1 IN-SCHL, IN-GRADE F2 IN-SCHL, IN-GRADE.........	0037	15437	72.9%	71.8%
BY ELIG F1 IN-SCHL, IN-GRADE F2 IN-SCHL, OUT-OF-GRADE.....	0038	251	1.2%	1.5%
BY ELIG F1 IN-SCHL, IN-GRADE F2 DROPOUT..................	0039	1225	5.8%	7.4%
BY ELIG F1 IN-SCHL, IN-GRADE F2 INELIC...................	0040	4	0.0%	0.0%
BY ELIG F1 IN-SCHL, IN-GRADE F2 OUT-OF-SCOPE.............	0041	76	0.4%	0.0%
BY ELIG F1 IN-SCHL, IN-GRADE F2 STATUS UNK...............	0042	191	0.9%	0.0%
BY NA F1 FRESHENED IN-SCHL, IN-GRADE F2 IN SCHL, IN-GRADE.........	0043	471	2.2%	2.4%
BY NA F1 FRESHENED IN-SCHL, IN-GRADE F2 IN SCHL, OUT-OF-GRADE.....	0044	34	0.2%	0.2%
BY NA F1 FRESHENED IN-SCHL, IN-GRADE F2 DROPOUT..................	0045	189	0.9%	0.9%
BY NA F1 FRESHENED IN-SCHL, IN-GRADE F2 OUT-OF-SCOPE.............	0047	25	0.1%	0.0%
BY NA F1 FRESHENED IN-SCHL, IN-GRADE F2 STATUS UNK...............	0048	51	0.2%	0.0%
BY NA F1 FRESHENED INELIC F2 IN SCHL, IN-GRADE.........	0049	3	0.0%	0.0%
BY NA F1 FRESHENED INELIC F2 DROPOUT..................	0051	3	0.0%	0.0%
BY NA F1 FRESHENED INELIC F2 OUT-OF-SCOPE.............	0053	1	0.0%	0.0%
BY NA F1 FRESHENED OUT-OF-SCOPE F2 IN SCHL, IN-GRADE.........	0061	1	0.0%	0.0%
BY NA F1 FRESHENED OUT-OF-SCOPE F2 IN SCHL, OUT-OF-GRADE.....	0062	1	0.0%	0.0%
BY NA F1 FRESHENED OUT-OF-SCOPE F2 DROPOUT..................	0063	2	0.0%	0.0%
BY NA F1 FRESHENED OUT-OF-SCOPE F2 OUT-OF-SCOPE.............	0065	14	0.1%	0.0%
BY NA F1 FRESHENED OUT-OF-SCOPE F2 STATUS UNK...............	0066	2	0.0%	0.0%
BY NA F1 FRESHENED STATUS UNK F2 IN SCHL, IN-GRADE.........	0067	24	0.1%	0.1%
BY NA F1 FRESHENED STATUS UNK F2 IN SCHL, OUT-OF-GRADE.....	0068	2	0.0%	0.0%
BY NA F1 FRESHENED STATUS UNK F2 DROPOUT..................	0069	20	0.1%	0.1%
BY NA F1 FRESHENED STATUS UNK F2 OUT-OF-SCOPE.............	0071	1	0.0%	0.0%
BY NA F1 FRESHENED STATUS UNK F2 STATUS UNK...............	0072	18	0.1%	0.0%
BY NA F1 NA F2 FRESHENED IN-SCHL IN-GRADE	0073	243	1.1%	1.1%
BY NA F1 NA F2 FRESHENED OUT-OF-SCOPE....	0076	13	0.1%	0.0%
BY NA F1 NA F2 FRESHENED STATUS UNK......	0077	8	0.0%	0.0%
BY INELIC F1 IN-SCHL, OUT-OF-GRADE F2 IN-SCHL, IN-GRADE.........	0078	18	0.1%	0.2%
BY INELIC F1 IN-SCHL, OUT-OF-GRADE F2 IN-SCHL, OUT-OF-GRADE.....	0079	8	0.0%	0.0%
BY INELIC F1 IN-SCHL, OUT-OF-GRADE F2 DROPOUT..................	0080	17	0.1%	0.2%
BY INELIC F1 IN-SCHL, OUT-OF-GRADE F2 STATUS UNK...............	0083	12	0.1%	0.0%
BY INELIC F1 DROPOUT F2 IN-SCHL, IN-GRADE.........	0084	1	0.0%	0.0%
BY INELIC F1 DROPOUT F2 IN-SCHL, OUT-OF-GRADE.....	0085	1	0.0%	0.1%
BY INELIC F1 DROPOUT F2 DROPOUT..................	0088	28	0.1%	0.3%
BY INELIC F1 DROPOUT F2 STATUS UNK...............	0089	7	0.0%	0.0%
BY INELIC F1 INELIC F2 IN-SCHL, IN-GRADE.........	0090	35	0.2%	0.3%
BY INELIC F1 INELIC F2 IN-SCHL, OUT-OF-GRADE.....	0091	7	0.0%	0.0%
BY INELIC F1 INELIC F2 DROPOUT..................	0092	19	0.1%	0.2%
BY INELIC F1 INELIC F2 OUT-OF-SCOPE.............	0094	1	0.0%	0.0%
BY INELIC F1 OUT-OF-SCOPE				

F2 IN-SCHL, IN-GRADE	0096	1	0.0%	0.0%
BY INELIG F1 OUT-OF-SCOPE F2 DROPOUT	0098	2	0.0%	0.0%
BY INELIG F1 OUT-OF-SCOPE F2 OUT-OF-SCOPE	0100	25	0.1%	0.0%
BY INELIG F1 STATUS UNK F2 IN-SCHL, IN-GRADE	0102	4	0.0%	0.0%
BY INELIG F1 STATUS UNK F2 DROPOUT	0104	6	0.0%	0.1%
BY INELIG F1 STATUS UNK F2 OUT-OF-SCOPE	0106	5	0.0%	0.0%
TOTALS:		21188	100.0%	100.0%

Question F2UNIV2A
Tape Pos. 110-110
Format: I1

F2UNIV2A HOW STUDENT ENTERED THE SAMPLE

Indicates how the student sample member entered the sample.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BY ELIGIBLE	1	19645	92.7%	92.4%
BY INELIGIBLE	2	417	2.0%	2.8%
F1 FRESHENED	3	862	4.1%	3.7%
F2 FRESHENED	4	264	1.2%	1.1%
TOTALS:		21188	100.0%	100.0%

Question F2UNIV2B
Tape Pos. 111-111
Format: I1

F2UNIV2B BASE YEAR STATUS OF SAMPLE MEMBER

Indicates base year status of sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FRESHENED(F1/F2)	0	1126	5.3%	4.8%
IN-SCHL IN-GRADE	1	19645	92.7%	92.4%
INELIGIBLE	4	417	2.0%	2.8%
TOTALS:		21188	100.0%	100.0%

Question F2UNIV2C
Tape Pos. 112-113
Format: I2

F2UNIV2C FIRST FOLLOW-UP STATUS OF SAMPLE MEMBER

Indicates first follow-up status of sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FRESHENED IN F2	00	264	1.2%	1.1%
IN-SCHL INGRADE	01	18176	85.8%	85.6%
IN-SCHL OUTGRADE	02	770	3.6%	4.4%
DROPOUT	03	1017	4.8%	6.0%
INELIGIBLE	04	113	0.5%	0.6%
OUT-OF-SCOPE	05	149	0.7%	0.1%
STATUS UNKNOWN	06	699	3.3%	2.2%
TOTALS:		21188	100.0%	100.0%

Question F2UNIV2D
Tape Pos. 114-115
Format: I2

F2UNIV2D SECOND FOLLOW-UP STATUS OF SAMPLE MEMBER

Indicates second follow-up status of sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
IN-SCH INGRADE	01	17153	81.0%	80.3%
IN-SCH OUTGRADE	02	491	2.3%	3.3%
DROPOUT	03	2714	12.8%	16.4%
INELIGIBLE	04	31	0.1%	0.0%
OUT-OF-SCOPE	05	234	1.1%	0.0%
STATUS UNKNOWN	06	565	2.7%	0.0%
TOTALS:		21188	100.0%	100.0%

Question F2HSPROG
Tape Pos. 116-117
Format: I2

F2HSPROG RESPONDENT-INDICATED HIGH SCHOOL PROGRAM

High school program (current or last attended) as reported in the F2 student (F2S12A) or dropout (F2D20) questionnaire

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
GENERAL HIGH SCHOOL PROGRM	01	7406	35.0%	41.4%
ACADEMIC PROGRAM	02	7693	36.3%	35.9%
VOCATIONAL/TECHNICAL	03	2114	10.0%	12.1%
OTHER SPECIALIZED HS PROGRAM	04	349	1.6%	2.5%
SPECIAL EDUCATION PROGRAM	05	143	0.7%	1.0%
ALTERNATIVE/DROPOUT PREVENTION PROGRAM	06	278	1.3%	2.0%
DON'T KNOW	07	955	4.5%	5.1%
RESERVED CODES:				
MISSING	98	2250	10.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2SEX
Tape Pos. 118-118
Format: I1

F2SEX COMPOSITE SEX

The most complete indicator of sample members' gender, this variable is based on the first follow-up (F1SEX) composite and augmented by second follow-up New Student Supplement information or, if still missing, imputation from student first names.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	10713	50.6%	50.7%
FEMALE	2	10475	49.4%	49.3%
TOTALS:		21188	100.0%	100.0%

Question F2RACE1
Tape Pos. 119-119
Format: I1

F2RACE1 COMPOSITE RACE

Indicates student's "best known" race, based on second follow-up New Student Supplement data (when available) or F1RACE composite.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN, PACIFIC ISLANDER	1	1406	6.6%	3.8%
HISPANIC	2	2922	13.8%	11.4%
BLACK, NOT HISPANIC	3	2260	10.7%	13.7%
WHITE, NOT HISPANIC	4	14024	66.2%	69.8%
AMERICAN INDIAN, ALASKAN	5	266	1.3%	1.3%
RESERVED CODES:				
MISSING	8	310	1.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question F2API
Tape Pos. 120-120
Format: I1

F2API F2 TEEN ASIAN/PACIFIC ISLE SUBGROUPS

Further divides the teen sample member's "Asian, Pacific Islander" F2RACE1 category into sub-categories. F2API was constructed in the same manner as F2RACE1.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NON-ASIAN	0	19472	91.9%	96.2%
EAST ASIAN	1	1004	4.7%	2.4%
SOUTH ASIAN	2	106	0.5%	0.3%
PACIFIC ISLANDER	3	74	0.3%	0.3%
SPECIFIC API UNKNOWN	4	222	1.0%	0.8%
RESERVED CODES:				
RACE MISSING	8	310	1.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question F2HISP

Tape Pos. 121-121
Format: I1

F2HISP F2 TEEN HISPANIC SUBGROUPS

Further divides the teen sample member's "Hispanic, regardless of race" F2RACE1 category into sub-categories. F2HISP was constructed in the same manner described for F2RACE1. However, because a composite comparable to F2HISP was not created in the first follow-up, F2HISP was constructed using data from the base year composite HISP, and was supplemented with data from the first or second follow-up NSS. If F2HISP was still missing, available information from NORC's survey management system was used to fill in missing values.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NON-HISPANIC	0	17956	84.7%	88.6%
MEXICAN	1	1746	8.2%	6.7%
CUBAN	2	104	0.5%	0.4%
PUERTO RICAN	3	280	1.3%	1.2%
SPECIFIC HISPANIC UNKNOWN	4	792	3.7%	3.2%
RESERVED CODES:				
RACE MISSING	8	310	1.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question F2BIRTHM

Tape Pos. 122-123
Format: I2

F2BIRTHM BIRTH MONTH OF SAMPLE MEMBER

This variable was taken from an updated version of F1BIRTHM which included birth data for base year ineligible students and other teen sample members for whom F1BIRTHM was previously missing. For first follow-up nonrespondents and students who were freshened in the second follow-up, the second follow-up New Student Supplement data were used.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	1487	7.0%	7.3%
FEBRUARY	02	1438	6.8%	7.5%
MARCH	03	1644	7.8%	8.1%
APRIL	04	1666	7.9%	8.1%
MAY	05	1666	7.9%	7.7%
JUNE	06	1655	7.8%	9.1%
JULY	07	1753	8.3%	9.2%
AUGUST	08	1817	8.6%	9.1%
SEPTEMBER	09	1687	8.0%	8.2%
OCTOBER	10	1699	8.0%	8.6%
NOVEMBER	11	1612	7.6%	8.4%
DECEMBER	12	1651	7.8%	8.6%
RESERVED CODES:				
MISSING	98	1413	6.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2BIRTHY

Tape Pos. 124-125
Format: I2

F2BIRTHY BIRTH YEAR OF SAMPLE MEMBER

This variable was taken from an updated version of F1BIRTHY which included birth data for base year ineligible students and other teen sample members for whom birth data were previously missing. For first follow-up nonrespondents and students who were freshened in the second follow-up, the second follow-up New Student Supplement data were used.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1972 OR BEFORE	72	1313	6.2%	6.5%
1973	73	6106	28.8%	32.2%
1974	74	12301	58.1%	60.2%
1975 OR AFTER	75	219	1.0%	1.1%
RESERVED CODES:				
MISSING	98	1249	5.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question F2SES1

Tape Pos. 126-130
Format: R5.3

F2SES1 SOCIO-ECONOMIC STATUS COMPOSITE

This variable estimates socioeconomic status. It was derived from the BY parent questionnaire data, the BY student questionnaire data, or the first follow-up or second follow-up New Student Supplement data.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.243 TO 2.753	01.000	18849	89.0%	100.0%
RESERVED CODES:				
MISSING	99.998	2339	11.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2SES1Q

Tape Pos. 131-131
Format: I1

F2SES1Q SOCIO-ECONOMIC QUARTILE

Indicates the quartile into which F2SES1 falls. It is constructed by recoding F2SES1 into quartiles based on the weighted (with F2QWT) marginal distribution.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	4395	20.7%	24.9%
QUARTILE 2	2	4501	21.2%	25.0%
QUARTILE 3	3	4516	21.3%	25.0%
QUARTILE 4 HIGH	4	5437	25.7%	25.1%
RESERVED CODES:				
MISSING	8	2339	11.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2LOCUS1

Tape Pos. 132-135
Format: R4.2

F2LOCUS1 TEEN LOCUS OF CONTROL, VERSION 1

This composite of three locus of control items in the second follow-up student and dropout questionnaires is designed to be as comparable as possible to HS&B and NLS-72 data.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.06 TO 1.57	01.00	17151	80.9%	100.0%
RESERVED CODES:				
MISSING	99.98	4037	19.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2LOCUS2

Tape Pos. 136-139
Format: R4.2

F2LOCUS2 TEEN LOCUS OF CONTROL, VERSION 2

This composite uses all of the second follow-up locus of control items in student question F2S66 (and dropout question F2D57).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.02 TO 1.43	01.00	17171	81.0%	100.0%
RESERVED CODES:				
MISSING	99.98	4017	19.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2LOCU2Q

Tape Pos. 140-140
Format: I1

F2LOCU2Q TEEN LOCUS OF CONTROL, V.2 QUARTILE

Quartile distribution of F2LOCUS2. It was constructed by recoding F2LOCUS2 into four categories based on the weighted (F2QWT) marginal distribution.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	4065	19.2%	25.0%
QUARTILE 2	2	3548	16.7%	20.5%
QUARTILE 3	3	5046	23.8%	29.2%
QUARTILE 4 HIGH	4	4512	21.3%	25.3%
RESERVED CODES:				
MISSING	8	4017	19.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   F2CNCPT1                         Tape Pos. 141-144
-------------------                         Format: R4.2

F2CNCPT1   TEEN SELF CONCEPT, VERSION 1

This composite of four self-concept items was designed to
be as comparable as possible to HS&B and NLS-72 data.

                                                    PER-    WGTD
     RESPONSE                  CODES       FREQ    CENT     PCT
    ----------               ---------    -----   -----   -----
-3.69 TO 1.19................    01.00    17188   81.1%  100.0%
 RESERVED CODES:
   MISSING...................    99.98     4000   18.9%  (MISS)
                                          -----   -----   -----
 TOTALS:                                  21188  100.0%  100.0%
```

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-------------------
Question   F2CNCPT2                         Tape Pos. 145-148
-------------------                         Format: R4.2

F2CNCPT2   TEEN SELF CONCEPT, VERSION 2

This composite employs all of the self-concept items in
student question F2S66 (and dropout question F2D57).

                                                    PER-    WGTD
     RESPONSE                  CODES       FREQ    CENT     PCT
    ----------               ---------    -----   -----   -----
-3.69 TO 1.24................    01.00    17188   81.1%  100.0%
 RESERVED CODES:
   MISSING...................    99.98     4000   18.9%  (MISS)
                                          -----   -----   -----
 TOTALS:                                  21188  100.0%  100.0%
```

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-------------------
Question   F2CNCP2Q                         Tape Pos. 149-149
-------------------                         Format: I1

F2CNCP2Q   TEEN SELF CONCEPT, V.2 QUARTILE

Quartile distribution of F2CNCPT2.  It was constructed by
recoding F2CNCPT2 into four categories based on the
weighted (F2QWT)  marginal distribution.

                                                    PER-    WGTD
     RESPONSE                  CODES       FREQ    CENT     PCT
    ----------               ---------    -----   -----   -----
QUARTILE 1 LOW...............        1     4265   20.1%   24.9%
QUARTILE 2...................        2     4367   20.6%   25.0%
QUARTILE 3...................        3     4152   19.6%   24.5%
QUARTILE 4 HIGH..............        4     4404   20.8%   25.5%
 RESERVED CODES:
   MISSING...................        8     4000   18.9%  (MISS)
                                          -----   -----   -----
 TOTALS:                                  21188  100.0%  100.0%
```

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-------------------
Question   F2F1SCFL                         Tape Pos. 150-150
-------------------                         Format: I1

F2F1SCFL   STUDENT ATTENDED SAME SCHOOL IN 1990/92

Indicates whether the student attended the same school
during data collection in the first follow-up and second
follow-up. This flag does not indicate that the small
portion of students who moved from a first follow-up school
but returned to the school by data collection in the second
follow-up were at the school continuously.

                                                    PER-    WGTD
     RESPONSE                  CODES       FREQ    CENT     PCT
    ----------               ---------    -----   -----   -----
NOT IN THE SAME SCHOOL IN F1
AND F2.......................        0     1368    6.5%    7.8%
IN THE SAME SCHOOL IN F1 AND
F2...........................        1    15187   71.7%   69.9%
SCHOOL DATA WERE MISSING FOR
EITHER F1 OR F2..............        2      215    1.0%    1.9%
NOT APPLICABLE- SAMPLE MEMBER
NOT ELIGIBLE IN BOTH F1 AND
F2...........................        3     4418   20.9%   20.4%
                                          -----   -----   -----
 TOTALS:                                  21188  100.0%  100.0%
```

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-------------------
Question   G12CTRL1                         Tape Pos. 151-152
-------------------                         Format: I2

G12CTRL1   SCHOOL CLASSIFICATION REPORTED BY SCHOOL

Classifies the student's second follow-up school type into
public, Catholic or other private, as reported by the
school.  All schools named by the sample members are
included in this variable, regardless of whether the school
named was a NELS:88 sampled school or not.  Dropouts who
did not complete a questionnaire or who did not indicate
their last school attended were coded as Missing (98).

                                                          PER-    WGTD
     RESPONSE                        CODES       FREQ    CENT     PCT
    ----------                     ---------    -----   -----   -----
PUBLIC.........................          01     16883   79.7%   91.4%
CATHOLIC.......................          02       945    4.5%    4.9%
PRIVATE/OTHER RELIGIOUS........          03       448    2.1%    1.9%
PRIVATE/NON-RELIGIOUS..........          04       997    4.7%    1.2%
PRIVATE NOT ASCERTAINED........          05        94    0.4%    0.6%
 RESERVED CODES:
   MISSING.....................          98      1821    8.6%  (MISS)
                                                -----   -----   -----
 TOTALS:                                        21188  100.0%  100.0%
```

```
-------------------
Question   G12CTRL2                         Tape Pos. 153-154
-------------------                         Format: I2

G12CTRL2   SCHOOL CLASSIFICATION

Classifies the student's second follow-up school type into
public, catholic, private NAIS, and other private-not NAIS,
as obtained from Quality Education Data (QED).  All schools
named by the sample members are included in this variable,
regardless of whether the school named was a NELS:88
sampled school or not.  Dropouts who did not complete a
questionnaire or who did not indicate their last school
attended were coded as Missing (98).



NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297 (1988).
```

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Question   G12URBN3                         Tape Pos. 155-155
-------------------                         Format: I1

G12URBN3   TYPE OF SCHL DISTRICT, DIOCESE, COUNTY

Trichotomizes the urbanicity of the area in which the
sample member's second follow-up school is located.  This
metropolitan status is defined by QED for public school
districts, for Catholic dioceses, or in some cases for the
county in which the school is located.  QED bases the
classifications on the Federal Information Processing
Standards as used by the U.S. Census.  All schools named by
the sample members are included in this variable,
regardless of whether the school named was a NELS:88
sampled school or not.  Dropouts who did not complete a
questionnaire or who did not indicate their last school
attended were coded as Missing (98).

                                                          PER-    WGTD
     RESPONSE                        CODES       FREQ    CENT     PCT
    ----------                     ---------    -----   -----   -----
URBAN..........................           1      5699   26.9%   29.1%
SUBURBAN.......................           2      7642   36.1%   39.8%
RURAL/OUTSDE MSA...............           3      5993   28.3%   31.1%
 RESERVED CODES:
   MISSING.....................           8      1854    8.8%  (MISS)
                                                -----   -----   -----
 TOTALS:                                        21188  100.0%  100.0%

NOTE:  This variable was recoded on the public data file by
NCES in accordance with the confidentiality provisions of
PL 100-297 (1988).
```

Question G12REGON
Tape Pos. 156-157
Format: I2

G12REGON REGION (CENSUS) OF STUDENT'S SCHOOL

Indicates in which of the four US Census regions the student's second follow-up school is located, based on the school state. All schools named by the sample members are included in this variable, regardless of whether the school named was a NELS:88 sampled school or not. Dropouts who did not complete a questionnaire or who did not indicate their last school attended were coded as Missing (98).

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NORTHEAST	01	3676	17.3%	19.0%
MIDWEST	02	4990	23.6%	25.0%
SOUTH	03	6788	32.0%	36.3%
WEST	04	3928	18.5%	19.7%
RESERVED CODES:				
MISSING	98	1806	8.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question G12STATE
Tape Pos. 158-159
Format: A2

G12STATE LOCATION OF STUDENT'S SCHOOL (STATE)

Indicates the student's second follow-up school state. The values for this variable are the standard two-column Post Office state abbreviations (additional values are listed below). All schools named by the sample members are included in this variable, regardless of whether the school named was a NELS:88 sampled school or not. Dropouts who did not complete a questionnaire or who did not indicate their last school attended were coded as Missing (98).

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988). A recoded version appears in composite variable G12REGON.

Question F22XRIRR
Tape Pos. 160-163
Format: R4.2

F22XRIRR READING IRT-ESTIMATED NUMBER RIGHT

Reading IRT-estimated Number Right

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
10.33 TO 51.16	01.00	14176	66.9%	100.0%
RESERVED CODES:				
MISSING	99.98	50	0.2%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMIRR
Tape Pos. 164-167
Format: R4.2

F22XMIRR MATHEMATICS IRT-ESTIMATED NUMBER RIGHT

Mathematics IRT-Estimated Number Right

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
16.77 TO 78.28	01.00	14183	66.9%	100.0%
RESERVED CODES:				
MISSING	99.98	43	0.2%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XSIRR
Tape Pos. 168-171
Format: R4.2

F22XSIRR SCIENCE IRT-ESTIMATED NUMBER RIGHT

Science IRT-Estimated Number Right

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
10.03 TO 35.96	01.00	14080	66.5%	100.0%
RESERVED CODES:				
MISSING	99.98	146	0.7%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XHIRR
Tape Pos. 172-175
Format: R4.2

F22XHIRR HISTORY/CIT/GEOG IRT-ESTIMATED NO. RIGHT

History/Citizenship/Geography IRT-Estimated Number Right

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
20.72 TO 45.38	01.00	14011	66.1%	100.0%
RESERVED CODES:				
MISSING	99.98	215	1.0%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRSTD
Tape Pos. 176-179
Format: R4.2

F22XRSTD READING STANDARDIZED SCORE

Reading Standardized Score

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
28.93 TO 68.35	01.00	14176	66.9%	100.0%
RESERVED CODES:				
MISSING	99.98	50	0.2%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMSTD
Tape Pos. 180-183
Format: R4.2

F22XMSTD MATHEMATICS STANDARDIZED SCORE

Mathematics Standardized Score

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
29.5 TO 71.49	01.00	14183	66.9%	100.0%
RESERVED CODES:				
MISSING	99.98	43	0.2%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

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Question F22XSSTD

Tape Pos. 184-187
Format: R4.2

F22XSSTD SCIENCE STANDARDIZED SCORE

Science Standardized Score

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
29.7 TO 70.81	01.00	14080	66.5%	100.0%
RESERVED CODES:				
MISSING	99.98	146	0.7%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XHSTD

Tape Pos. 188-191
Format: R4.2

F22XHSTD HISTORY/CIT/GEOG STANDARDIZED SCORE

History/Citizenship/Geography Standardized Score

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
25.35 TO 70.26	01.00	14011	66.1%	100.0%
RESERVED CODES:				
MISSING	99.98	215	1.0%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRQ

Tape Pos. 192-192
Format: I1

F22XRQ READING QUARTILE (1=LOW)

Reading Quartile (1=low)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	3245	15.3%	24.9%
QUARTILE 2	2	3442	16.2%	24.9%
QUARTILE 3	3	3500	16.5%	25.0%
QUARTILE 4 HIGH	4	3989	18.8%	25.1%
RESERVED CODES:				
MISSING	8	50	0.2%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMQ

Tape Pos. 193-193
Format: I1

F22XMQ MATHEMATICS QUARTILE (1=LOW)

Mathematics Quartile (1=low)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	3100	14.6%	24.8%
QUARTILE 2	2	3329	15.7%	25.0%
QUARTILE 3	3	3649	17.2%	25.1%
QUARTILE 4 HIGH	4	4105	19.4%	25.1%
RESERVED CODES:				
MISSING	8	43	0.2%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XSQ

Tape Pos. 194-194
Format: I1

F22XSQ SCIENCE QUARTILE (1=LOW)

Science Quartile (1=low)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	3160	14.9%	24.8%
QUARTILE 2	2	3407	16.1%	25.0%
QUARTILE 3	3	3544	16.7%	25.1%
QUARTILE 4 HIGH	4	3969	18.7%	25.1%
RESERVED CODES:				
MISSING	8	146	0.7%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XHQ

Tape Pos. 195-195
Format: I1

F22XHQ HISTORY/CIT/GEOG QUARTILE

History/Citizenship/Geography Quartile (1=low)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	3109	14.7%	24.8%
QUARTILE 2	2	3377	15.9%	25.0%
QUARTILE 3	3	3559	16.8%	25.0%
QUARTILE 4 HIGH	4	3966	18.7%	25.2%
RESERVED CODES:				
MISSING	8	215	1.0%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRTH

Tape Pos. 196-199
Format: R4.2

F22XRTH READING IRT THETA

Reading IRT Theta

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
22.89 TO 78.51	01.00	14176	66.9%	100.0%
RESERVED CODES:				
MISSING	99.98	50	0.2%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F22XMTH

Tape Pos. 200-203
Format: R4.2

F22XMTH MATH IRT THETA

Math IRT Theta

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
25.84 TO 81.08	01.00	14183	66.9%	100.0%
RESERVED CODES:				
MISSING	99.98	43	0.2%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F22XSTH

Tape Pos. 204-207
Format: R4.2

F22XSTH SCIENCE IRT THETA

Science IRT Theta

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
25.29 TO 80.41	01.00	14080	66.5%	100.0%
RESERVED CODES:				
MISSING	99.98	146	0.7%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F22XHTH

Tape Pos. 208-211
Format: R4.2

F22XHTH HIST/CIT/GEOG IRT THETA

History/Citizenship/Geography IRT Theta

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
26.24 TO 79.52	01.00	14011	66.1%	100.0%
RESERVED CODES:				
MISSING	99.98	215	1.0%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F22XCOMP

Tape Pos. 212-215
Format: R4.2

F22XCOMP F2 STD TEST COMP (READING, MATH)

Second follow-up standardized test composite (reading, math)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
27.86 TO 71.37	01.00	14213	67.1%	100.0%
RESERVED CODES:				
MISSING	99.98	13	0.1%	(MISS)
DID NOT COMPLETE TEST	99.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XQURT

Tape Pos. 216-216
Format: I1

F22XQURT F2 STD TEST QUARTILE (1=LOW)

Second follow-up standardized test quartile (1=low)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	3112	14.7%	24.9%
QUARTILE 2	2	3425	16.2%	25.0%
QUARTILE 3	3	3607	17.0%	25.0%
QUARTILE 4 HIGH	4	4069	19.2%	25.1%
RESERVED CODES:				
MISSING	8	13	0.1%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRPL1

Tape Pos. 217-217
Format: I1

F22XRPL1 READING PROFICIENCY - LEVEL 1 .

Reading proficiency - level 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	1144	5.4%	9.0%
PROFICIENT	1	12495	59.0%	91.0%
RESERVED CODES:				
MISSING	8	587	2.8%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRPL2

Tape Pos. 218-218
Format: I1

F22XRPL2 READING PROFICIENCY - LEVEL 2

Reading proficiency - level 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	5430	25.6%	42.3%
PROFICIENT	1	8209	38.7%	57.7%
RESERVED CODES:				
MISSING	8	587	2.8%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRPL3

Tape Pos. 219-219
Format: I1

F22XRPL3 READING PROFICIENCY - LEVEL 3

Reading proficiency - level 3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	10537	49.7%	79.4%
PROFICIENT	1	3102	14.6%	20.6%
RESERVED CODES:				
MISSING	8	587	2.8%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRPRO

Tape Pos. 220-220
Format: I1

F22XRPRO OVERALL READING PROFICIENCY

Proficiency calculations use a refinement of the student weight (F2QWT) that adjusts for the fact that not all students who completed the second follow-up questionnaire completed the cognitive tests.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BELOW LEVEL 1	0	1144	5.4%	9.0%
LEVEL 1	1	4286	20.2%	33.3%
LEVEL 2	2	5107	24.1%	37.1%
LEVEL 3	3	3102	14.6%	20.6%
RESERVED CODES:				
MISSING	8	587	2.8%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPL1

Tape Pos. 221-221
Format: I1

F22XMPL1 MATH PROFICIENCY - LEVEL 1

Math proficiency - level 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	877	4.1%	8.1%
PROFICIENT	1	11809	55.7%	91.9%
RESERVED CODES:				
MISSING	8	1540	7.3%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPL2

Tape Pos. 222-222
Format: I1

F22XMPL2 MATH PROFICIENCY - LEVEL 2

Math proficiency - level 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	3603	17.0%	32.3%
PROFICIENT	1	9083	42.9%	67.7%
RESERVED CODES:				
MISSING	8	1540	7.3%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPL3

Tape Pos. 223-223
Format: I1

F22XMPL3 MATH PROFICIENCY - LEVEL 3

Math proficiency - level 3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	5290	25.0%	46.7%
PROFICIENT	1	7396	34.9%	53.3%
RESERVED CODES:				
MISSING	8	1540	7.3%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPL4

Tape Pos. 224-224
Format: I1

F22XMPL4 MATH PROFICIENCY - LEVEL 4

Math proficiency - level 4

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	8321	39.3%	69.8%
PROFICIENT	1	4365	20.6%	30.2%
RESERVED CODES:				
MISSING	8	1540	7.3%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPL5

Tape Pos. 225-225
Format: I1

F22XMPL5 MATH PROFICIENCY - LEVEL 5

Math proficiency - level 5

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	12022	56.7%	96.3%
PROFICIENT	1	664	3.1%	3.7%
RESERVED CODES:				
MISSING	8	1540	7.3%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPRO

Tape Pos. 226-226
Format: I1

F22XMPRO OVERALL MATH PROFICIENCY

Proficiency calculations use a refinement of the student weight (F2QWT) that adjusts for the fact that not all students who completed the second follow-up questionnaire completed the cognitive tests.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BELOW LEVEL 1	0	877	4.1%	8.1%
LEVEL 1	1	2726	12.9%	24.1%
LEVEL 2	2	1687	8.0%	14.5%
LEVEL 3	3	3031	14.3%	23.0%
LEVEL 4	4	3701	17.5%	26.5%
LEVEL 5	5	664	3.1%	3.7%
RESERVED CODES:				
MISSING	8	1540	7.3%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XSPL1

Tape Pos. 227-227
Format: I1

F22XSPL1 SCIENCE PROFICIENCY LEVEL 1

Science proficiency level 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	2211	10.4%	18.8%
PROFICIENT	1	10541	49.7%	81.2%
RESERVED CODES:				
MISSING	8	1474	7.0%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XSPL2

Tape Pos. 228-228
Format: I1

F22XSPL2 SCIENCE PROFICIENCY LEVEL 2

Science proficiency level 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT	0	6060	28.6%	50.6%
PROFICIENT	1	6692	31.6%	49.4%
RESERVED CODES:				
MISSING	8	1474	7.0%	(MISS)
DID NOT COMPLETE TEST	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XSPL3

Tape Pos. 229-229
Format: I1

F22XSPL3 SCIENCE PROFICIENCY LEVEL 3

Science proficiency level 3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT................	0	9817	46.3%	80.0%
PROFICIENT....................	1	2935	13.9%	20.0%
RESERVED CODES:				
MISSING.....................	8	1474	7.0%	(MISS)
DID NOT COMPLETE TEST......	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XSPRO

Tape Pos. 230-230
Format: I1

F22XSPRO OVERALL SCIENCE PROFICIENCY

Proficiency calculations use a refinement of the student weight (F2QWT) that adjusts for the fact that not all students who completed the second follow-up questionnaire completed the cognitive tests.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BELOW LEVEL 1.................	0	2211	10.4%	18.8%
LEVEL 1.......................	1	3849	18.2%	31.8%
LEVEL 2.......................	2	3757	17.7%	29.3%
LEVEL 3.......................	3	2935	13.9%	20.0%
RESERVED CODES:				
MISSING.....................	8	1474	7.0%	(MISS)
DID NOT COMPLETE TEST......	9	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRPP1

Tape Pos. 231-233
Format: R3.2

F22XRPP1 READING LEVEL 1: PROBABILITY OF PROF.

Reading level 1: probability of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1........................	1.00	14176	66.9%	100.0%
RESERVED CODES:				
MISSING.....................	9.98	50	0.2%	(MISS)
DID NOT COMPLETE TEST......	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRPP2

Tape Pos. 234-236
Format: R3.2

F22XRPP2 READING LEVEL 2: PROBABILITY OF PROF.

Reading level 2: probability of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1........................	1.00	14176	66.9%	100.0%
RESERVED CODES:				
MISSING.....................	9.98	50	0.2%	(MISS)
DID NOT COMPLETE TEST......	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XRPP3

Tape Pos. 237-239
Format: R3.2

F22XRPP3 READING LEVEL 3: PROBABILITY OF PROF.

Reading level 3: probability of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1........................	1.00	14176	66.9%	100.0%
RESERVED CODES:				
MISSING.....................	9.98	50	0.2%	(MISS)
DID NOT COMPLETE TEST......	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPP1

Tape Pos. 240-242
Format: R3.2

F22XMPP1 MATH LEVEL 1: PROBABILITY OF PROF.

Math level 1: probability of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0.03 TO 1.00..................	1.00	14183	66.9%	100.0%
RESERVED CODES:				
MISSING.....................	9.98	43	0.2%	(MISS)
DID NOT COMPLETE TEST......	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPP2

Tape Pos. 243-245
Format: R3.2

F22XMPP2 MATH LEVEL 2: PROBABILITY OF PROF.

Math level 2: probability of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1........................	1.00	14183	66.9%	100.0%
RESERVED CODES:				
MISSING.....................	9.98	43	0.2%	(MISS)
DID NOT COMPLETE TEST......	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPP3

Tape Pos. 246-248
Format: R3.2

F22XMPP3 MATH LEVEL 3: PROBABILITY OF PROF.

Math level 3: probability of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1........................	1.00	14183	66.9%	100.0%
RESERVED CODES:				
MISSING.....................	9.98	43	0.2%	(MISS)
DID NOT COMPLETE TEST......	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

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Question F22XMPP4

Tape Pos. 249-251
Format: R3.2

F22XMPP4 MATH LEVEL 4: PROBABILITY OF PROF.

Math level 4: probability of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1	1.00	14183	66.9%	100.0%
RESERVED CODES:				
MISSING	9.98	43	0.2%	(MISS)
DID NOT COMPLETE TEST	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XMPP5

Tape Pos. 252-254
Format: R3.2

F22XMPP5 MATH LEVEL 5: PROBABILITY OF PROF.

Math level 5: probability of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 0.98	1.00	14183	66.9%	100.0%
RESERVED CODES:				
MISSING	9.98	43	0.2%	(MISS)
DID NOT COMPLETE TEST	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XSPP1

Tape Pos. 255-257
Format: R3.2

F22XSPP1 SCIENCE LEVEL 1: PROB OF PROF.

Science level 1: prob of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1	1.00	14080	66.5%	100.0%
RESERVED CODES:				
MISSING	9.98	146	0.7%	(MISS)
DID NOT COMPLETE TEST	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XSPP2

Tape Pos. 258-260
Format: R3.2

F22XSPP2 SCIENCE LEVEL 2: PROB OF PROF.

Science level [illegible]: prob of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1	1.00	14080	66.5%	100.0%
RESERVED CODES:				
MISSING	9.98	146	0.7%	(MISS)
DID NOT COMPLETE TEST	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XSPP3

Tape Pos. 261-263
Format: R3.2

F22XSPP3 SCIENCE LEVEL 3: PROB OF PROF.

Science level 3: prob of proficiency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1	1.00	14080	66.5%	100.0%
RESERVED CODES:				
MISSING	9.98	146	0.7%	(MISS)
DID NOT COMPLETE TEST	9.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This test score has been rescaled, and replaces versions previously released. For more information, consult Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

Question F22XNAEP

Tape Pos. 264-268
Format: R5.2

F22XNAEP THE NAEP-EQUATED MATH SCORE

The National Assessment of Educational Progress (NAEP) administered a mathematics test to a nationally representative sample of high school seniors in the spring of 1992. Since the target population, the time of year, and the content of the test were similar to NELS, equivalent scores for the two tests could be determined on the basis of the score distributions in the tested populations. The NAEP-Equated Math Score is the NAEP-scaled equivalent of the IRT-Estimated Number Right. For more information, see Appendix H of the Second Follow-Up: Student Component Data File User's Manual.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
178.46 TO 409.02	001.00	14183	66.9%	100.0%
RESERVED CODES:				
MISSING	999.98	43	0.2%	(MISS)
DID NOT COMPLETE TEST	999.99	6962	32.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

BEGIN NEW STUDENT SUPPLEMENT FREQUENCIES

Question 2

Tape Pos. 269-269
Format: I1

F2N2 R'S SEX

What is your sex?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	10107	47.7%	50.5%
FEMALE	2	9996	47.2%	49.5%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
REFUSED	7	7	0.0%	(MISS)
MISSING	8	166	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable reflects the subjective reports of respondents.

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 4

Tape Pos. 270-271
Format: I2

F2N4 IS R'S MOTHER WORKING

Is your mother, stepmother, or female guardian currently working, unemployed, retired, or disabled?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CURRENTLY WORKING	01	17124	80.8%	85.4%
UNEMPLOYED	02	2134	10.1%	10.9%
RETIRED	03	198	0.9%	1.0%
DISABLED	04	335	1.6%	1.9%
MY MOTHER IS NOT LIVING	05	151	0.7%	0.7%
I DO NOT HAVE A STEPMOTHER OR FEMALE GUARDIAN	06	15	0.1%	0.1%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
REFUSED	97	47	0.2%	(MISS)
MISSING	98	270	1.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 5

Tape Pos. 272-273
Format: I2

F2N5 WHAT IS R'S MOTHER'S OCCUPATION

Which of the categories below comes closet to describing your mother's (stepmother's or female guardian's) current job?

If she is unemployed, retired, or disabled, select the answer that best describes her most recent job.

Also, if your mother works more than one job, please answer for the job you consider to be her major activity.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT	01	3946	18.6%	20.8%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE/CABLE INSTALLER, CARPENTER	02	382	1.8%	2.0%
FARMER, FARM MANAGER	03	60	0.3%	0.3%
FULL-TIME HOMEMAKER	04	3508	16.6%	16.5%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER	05	363	1.7%	2.1%
MANAGER SUCH AS SALES MANAGER, OFFICE MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT	06	811	3.8%	3.9%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES	07	24	0.1%	0.1%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER	08	1471	6.9%	7.1%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN BUT NOT INCLUDING SCHOOL TEACHER	09	1179	5.6%	6.3%
PROFESSIONAL SUCH AS MINISTER, DENTIST, DOCTOR, LAWYER, SCIENTIST, COLLEGE TEACHER	10	222	1.0%	0.8%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR	11	333	1.6%	1.5%
PROTECTIVE SERVICE SUCH AS POLICE OFFICER, FIREFIGHTER, DETECTIVE, SHERIFF, SECURITY GUARD	12	49	0.2%	0.2%
SALES SUCH AS SALES REPRESENTATIVE ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	13	771	3.6%	3.9%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE	14	1126	5.3%	5.5%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR	15	4059	19.2%	21.4%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON	16	365	1.7%	1.8%
OTHER	17	1111	5.2%	5.7%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	96	3	0.0%	(MISS)
REFUSED	97	23	0.1%	(MISS)
MISSING	98	304	1.4%	(MISS)
LEGITIMATE SKIP	99	166	0.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

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Question 6

Tape Pos. 274-275
Format: I2

F2N6 IS R'S FATHER WORKING

Is your father, stepfather, or male guardian currently working, unemployed, retired, or disabled?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CURRENTLY WORKING	01	17118	80.8%	87.1%
UNEMPLOYED	02	776	3.7%	4.2%
RETIRED	03	378	1.8%	2.1%
DISABLED	04	471	2.2%	2.4%
MY FATHER IS NOT LIVING	05	713	3.4%	3.9%
I DO NOT HAVE A STEPFATHER OR MALE GUARDIAN	06	35	0.2%	0.2%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
REFUSED	97	291	1.4%	(MISS)
MISSING	98	492	2.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 7

Tape Pos. 276-277
Format: I2

F2N7 WHAT IS R'S FATHER'S OCCUPATION

Which of the categories below comes closest to describing your father's (stepfather's or male guardian's) current job?

If he is unemployed, retired, or disabled, select the answer that best describes his most recent job.

Also, if your father works more than one job, please answer for the job you consider to be his major activity.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT	01	767	3.6%	4.3%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE/CABLE INSTALLER, CARPENTER	02	2698	12.7%	14.4%
FARMER, FARM MANAGER	03	344	1.6%	1.8%
FULL-TIME HOMEMAKER	04	43	0.2%	0.2%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER	05	1269	6.0%	7.3%
MANAGER SUCH AS SALES MANAGER, OFFICE MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT	06	1873	8.8%	9.2%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES	07	311	1.5%	1.6%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER	08	3698	17.5%	20.6%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN BUT NOT INCLUDING SCHOOL TEACHER	09	1295	6.1%	6.3%
PROFESSIONAL SUCH AS MINISTER, DENTIST, DOCTOR, LAWYER, SCIENTIST, COLLEGE TEACHER	10	1056	5.0%	3.8%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR	11	780	3.7%	3.6%
PROTECTIVE SERVICE SUCH AS POLICE OFFICER, FIREFIGHTER, DETECTIVE, SHERIFF, SECURITY GUARD	12	424	2.0%	2.5%
SALES SUCH AS SALES REPRESENTATIVE ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	13	1207	5.7%	6.2%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE	14	352	1.7%	1.9%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR	15	858	4.0%	4.5%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON	16	481	2.3%	2.6%
OTHER	17	1654	7.8%	9.1%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	96	3	0.0%	(MISS)
REFUSED	97	25	0.1%	(MISS)
MISSING	98	390	1.8%	(MISS)
LEGITIMATE SKIP	99	748	3.5%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 8

How far in school did your parents go?

Question 8A

Tape Pos. 278-279
Format: I2

F2N8A HOW FAR IN SCHOOL DID R'S FATHER GO

Father (or male guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	01	3083	14.6%	16.1%
HIGH SCHOOL GRADUATION ONLY OR GED, OR ITS EQUIVALENCY ONLY	02	5169	24.4%	28.0%
VOC.,TRADE OR BUSINESS AFTER HIGH SCHOOL	03	1800	8.5%	9.6%
COLLEGE PROGRAM AFTER HIGH SCHOOL	04	1404	6.6%	7.6%
FINISH COLLEGE	05	2758	13.0%	13.1%
MASTER'S DEGREE OR EQUIVALENT	06	1579	7.5%	7.2%
PH.D.,M.D. OR OTHER PROFESSIONAL DEGREE	07	1178	5.6%	4.2%
DON'T KNOW	08	2775	13.1%	14.4%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	96	34	0.2%	(MISS)
REFUSED	97	93	0.4%	(MISS)
MISSING	98	403	1.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 8B

Tape Pos. 280-281
Format: I2

F2N8B HOW FAR IN SCHOOL DID R'S MOTHER GO

Mother (or female guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	01	3043	14.4%	15.3%
HIGH SCHOOL GRADUATION ONLY OR GED, OR ITS EQUIVALENCY ONLY	02	6328	29.9%	34.2%
VOC.,TRADE OR BUSINESS AFTER HIGH SCHOOL	03	2087	9.8%	11.2%
COLLEGE PROGRAM AFTER HIGH SCHOOL	04	1624	7.7%	8.5%
FINISH COLLEGE	05	2723	12.9%	12.0%
MASTER'S DEGREE OR EQUIVALENT	06	1424	6.7%	5.9%
PH.D.,M.D. OR OTHER PROFESSIONAL DEGREE	07	485	2.3%	2.0%
DON'T KNOW	08	2189	10.3%	11.0%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	96	37	0.2%	(MISS)
REFUSED	97	50	0.2%	(MISS)
MISSING	98	286	1.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 9

How many older brothers and sisters do you have (including adopted, step- or half-)?

Question 9A

Tape Pos. 282-283
Format: I2

F2N9A NUMBER OF OLDER BROTHERS R HAS

Older brother(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	8926	42.1%	51.2%
ONE	01	5030	23.7%	28.5%
TWO	02	1895	8.9%	11.6%
THREE	03	791	3.7%	4.8%
FOUR	04	346	1.6%	2.1%
FIVE	05	148	0.7%	0.8%
6 OR MORE	06	151	0.7%	1.1%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
NO F1 QUEX DATA		600	2.8%	(MISS)
MULTIPLE RESPONSE	96	19	0.1%	(MISS)
MISSING	98	2370	11.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 9B

Tape Pos. 284-285
Format: I2

F2N9B NUMBER OF OLDER SISTERS R HAS

Older sister(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	9133	43.1%	53.1%
ONE	01	4751	22.4%	28.2%
TWO	02	1767	8.3%	10.2%
THREE	03	678	3.2%	4.3%
FOUR	04	320	1.5%	2.2%
FIVE	05	158	0.7%	0.8%
6 OR MORE	06	168	0.8%	1.1%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
NO F1 QUEX DATA		600	2.8%	(MISS)
MULTIPLE RESPONSE	96	10	0.0%	(MISS)
MISSING	98	2691	12.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 10

How many younger brothers and sisters do you have (including adopted, step- or half-)?

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--------------
Question   10A                                    Tape Pos. 286-287
--------------                                    Format: I2

F2N10A     NUMBER OF YOUNGER.BROTHERS R HAS

Younger brother(s)

                                                          PER-    WGTD
    RESPONSE                         CODES      FREQ      CENT    PCT
    ----------                     ---------    -----     -----   -----
NONE............................          00     9611     45.4%   55.6%
ONE.............................          01     5185     24.5%   30.5%
TWO.............................          02     1606      7.6%    9.6%
THREE...........................          03      455      2.1%    2.8%
FOUR............................          04      135      0.6%    1.0%
FIVE............................          05       50      0.2%    0.2%
6 OR MORE.......................          06       45      0.2%    0.2%
 RESERVED CODES:
   NO BY OR NSS DATA............                  912      4.3% (MISS)
   NO F1 QUEX DATA..............                  600      2.8% (MISS)
   MULTIPLE RESPONSE............          96       13      0.1% (MISS)
   MISSING......................          98     2576     12.2% (MISS)
                                                -----     -----   -----
 TOTALS:                                        21188    100.0% 100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.

Warning:  For the user's convenience, this display
distinguishes between types of missing cases coded blank.
However, because both types of missings are coded blank,
SPSS and SAS runs will not be able to distinguish between
them.
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Question   10B                                    Tape Pos. 288-289
--------------                                    Format: I2

F2N10B     NUMBER OF YOUNGER SISTERS R HAS

Younger sister(s)

                                                          PER-    WGTD
    RESPONSE                         CODES      FREQ      CENT    PCT
    ----------                     ---------    -----     -----   -----
NONE............................          00     9738     46.0%   56.6%
ONE.............................          01     4921     23.2%   29.7%
TWO.............................          02     1519      7.2%    9.7%
THREE...........................          03      405      1.9%    2.7%
FOUR............................          04      131      0.6%    0.7%
FIVE............................          05       45      0.2%    0.4%
6 OR MORE.......................          06       41      0.2%    0.2%
 RESERVED CODES:
   NO BY OR NSS DATA............                  912      4.3% (MISS)
   NO F1 QUEX DATA..............                  600      2.8% (MISS)
   MULTIPLE RESPONSE............          96        8      0.0% (MISS)
   MISSING......................          98     2868     13.5% (MISS)
                                                -----     -----   -----
 TOTALS:                                        21188    100.0% 100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.

Warning:  For the user's convenience, this display
distinguishes between types of missing cases coded blank.
However, because both types of missings are coded blank,
SPSS and SAS runs will not be able to distinguish between
them.
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Question   11                                     Tape Pos. 290-290
-------------                                     Format: I1

F2N11      # R'S SIBLINGS LEFT HS BEFORE GRAD

How many of your brothers and sisters left high school
before graduating?

                                                          PER-    WGTD
    RESPONSE                         CODES      FREQ      CENT    PCT
    ----------                     ---------    -----     -----   -----
I DON'T HAVE ANY BROTHERS AND
SISTERS.........................           1     1116      5.3%    6.0%
NONE ARE IN HIGH SCHOOL YET.....           2     4422     20.9%   25.7%
NONE LEFT.......................           3     9076     42.8%   52.4%
ONE LEFT SCHOOL.................           4     1737      8.2%   10.8%
TWO OR MORE LEFT SCHOOL.........           5      931      4.4%    5.2%
 RESERVED CODES:
   NO BY OR NSS DATA............                  912      4.3% (MISS)
   NO F1 QUEX DATA..............                  600      2.8% (MISS)
   MULTIPLE RESPONSE............           6        6      0.0% (MISS)
   MISSING......................           8     2388     11.3% (MISS)
                                                -----     -----   -----
 TOTALS:                                        21188    100.0% 100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.

Warning:  For the user's convenience, this display
distinguishes between types of missing cases coded blank.
However, because both types of missings are coded blank,
SPSS and SAS runs will not be able to distinguish between
them.
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Question   12
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Which of the following does your family have in your home?
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Question   12A                                    Tape Pos. 291-291
--------------                                    Format: I1

F2N12A     FAMILY HAS A SPECIFIC PLACE TO STUDY

A specific place to study

                                                          PER-    WGTD
    RESPONSE                         CODES      FREQ      CENT    PCT
    ----------                     ---------    -----     -----   -----
HAVE............................           1     8197     38.7%   40.3%
DO NOT HAVE.....................           2    11222     53.0%   59.7%
 RESERVED CODES:
   NO BY OR NSS DATA............                  912      4.3% (MISS)
   MULTIPLE RESPONSE............           6        2      0.0% (MISS)
   REFUSED......................           7        5      0.0% (MISS)
   MISSING......................           8      850      4.0% (MISS)
                                                -----     -----   -----
 TOTALS:                                        21188    100.0% 100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
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Question   12B                                    Tape Pos. 292-292
--------------                                    Format: I1

F2N12B     FAMILY RECEIVES A DAILY NEWSPAPER

A daily newspaper

                                                          PER-    WGTD
    RESPONSE                         CODES      FREQ      CENT    PCT
    ----------                     ---------    -----     -----   -----
HAVE............................           1    14445     68.2%   73.4%
DO NOT HAVE.....................           2     5111     24.1%   26.6%
 RESERVED CODES:
   NO BY OR NSS DATA............                  912      4.3% (MISS)
   MULTIPLE RESPONSE............           6        4      0.0% (MISS)
   REFUSED......................           7        5      0.0% (MISS)
   MISSING......................           8      711      3.4% (MISS)
                                                -----     -----   -----
 TOTALS:                                        21188    100.0% 100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

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--------------
Question   12C                                    Tape Pos. 293-293
--------------                                    Format: I1

F2N12C     FAMILY REGULARLY RECEIVES A MAGAZINE

Regulary received magazine

                                                          PER-    WGTD
    RESPONSE                         CODES      FREQ      CENT    PCT
    ----------                     ---------    -----     -----   -----
HAVE............................           1    14640     69.1%   74.7%
DO NOT HAVE.....................           2     4891     23.1%   25.3%
 RESERVED CODES:
   NO BY OR NSS DATA............                  912      4.3% (MISS)
   MULTIPLE RESPONSE............           6        4      0.0% (MISS)
   REFUSED......................           7        5      0.0% (MISS)
   MISSING......................           8      736      3.5% (MISS)
                                                -----     -----   -----
 TOTALS:                                        21188    100.0% 100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

Question 12D

Tape Pos. 294-294
Format: I1

F2N12D DOES FAMILY HAVE AN ENCYCLOPEDIA

An encyclopedia

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	15490	73.1%	79.2%
DO NOT HAVE	2	4060	19.2%	20.8%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	715	3.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12E

Tape Pos. 295-295
Format: I1

F2N12E DOES FAMILY HAVE AN ATLAS

An atlas

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	13495	63.7%	68.0%
DO NOT HAVE	2	5884	27.8%	32.0%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	889	4.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12F

Tape Pos. 296-296
Format: I1

F2N12F DOES FAMILY HAVE A DICTIONARY

A dictionary

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	19201	90.6%	97.4%
DO NOT HAVE	2	479	2.3%	2.6%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	584	2.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12G

Tape Pos. 297-297
Format: I1

F2N12G DOES FAMILY HAVE A TYPEWRITER

Typewriter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	14241	67.2%	71.9%
DO NOT HAVE	2	5238	24.7%	28.1%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	787	3.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12H

Tape Pos. 298-298
Format: I1

F2N12H DOES FAMILY HAVE A COMPUTER

Computer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	8374	39.5%	41.8%
DO NOT HAVE	2	10876	51.3%	58.2%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	1017	4.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12I

Tape Pos. 299-299
Format: I1

F2N12I DOES FAMILY HAVE AN ELECTRIC DISHWASHER

Electric dishwasher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	11321	53.4%	57.1%
DO NOT HAVE	2	8058	38.0%	42.9%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	890	4.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12J

Tape Pos. 300-300
Format: I1

F2N12J DOES FAMILY HAVE A CLOTHES DRYER

Clothes dryer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	16886	79.7%	85.7%
DO NOT HAVE	2	2700	12.7%	14.3%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	682	3.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12K

Tape Pos. 301-301
Format: I1

F2N12K DOES FAMILY HAVE A WASHING MACHINE

Washing machine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	18471	87.2%	93.7%
DO NOT HAVE	2	1169	5.5%	6.3%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	627	3.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

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Question 12L

Tape Pos. 302-302
Format: I1

F2N12L DOES FAMILY HAVE A MICROWAVE OVEN

Microwave oven

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	16158	76.3%	82.6%
DO NOT HAVE	2	3388	16.0%	17.4%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	720	3.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12M

Tape Pos. 303-303
Format: I1

F2N12M DOES FAMILY HAVE MORE THAN 50 BOOKS

More than 50 books

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	17311	81.7%	87.8%
DO NOT HAVE	2	2231	10.5%	12.2%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	725	3.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12N

Tape Pos. 304-304
Format: I1

F2N12N DOES FAMILY HAVE A VCR

VCR

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	16702	78.8%	84.4%
DO NOT HAVE	2	2908	13.7%	15.6%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	657	3.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12O

Tape Pos. 305-305
Format: I1

F2N12O DOES FAMILY HAVE A CALCULATOR

Calculator

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	18629	87.9%	94.6%
DO NOT HAVE	2	971	4.6%	5.4%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	668	3.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 12P

Tape Pos. 306-306
Format: I1

F2N12P DOES R HAVE OWN ROOM

Own Room

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	16167	76.3%	82.1%
DO NOT HAVE	2	3479	16.4%	17.9%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	618	2.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 13

During the spring term of the 1989-90 school year, were you...

Question 13A

Tape Pos. 307-307
Format: I1

F2N13A SPRING '89-'90 SCHL YR R IN 10TH GRADE

in the tenth grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	568	2.7%	76.4%
NO	2	170	0.8%	23.6%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19517	92.1%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	17	0.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 13B

Tape Pos. 308-308
Format: I1

F2N13B SPRING '89-'90 SCHL YR R LIVING IN US

living in the U.S.?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	619	2.9%	87.0%
NO	2	109	0.5%	13.0%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19521	92.1%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	23	0.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 14

During the spring term of the 1987-88 school year, were you...

Question 14A

Tape Pos. 309-309
Format: I1

F2N14A SPRING '87-'88 SCHL YR R IN 8TH GRADE

in the eighth grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	531	2.5%	75.6%
NO	2	204	1.0%	24.4%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19519	92.1%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	17	0.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 14B

Tape Pos. 310-310
Format: I1

F2N14B SPRING '87-'88 SCHL YR R LIVING IN US

living in the U.S.?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	553	2.6%	77.3%
NO	2	179	0.8%	22.7%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19519	92.1%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	20	0.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 15

What best describes the school that you attended when you were in 8th grade and when you were in 10th grade?

Question 15A

Tape Pos. 311-311
Format: I1

F2N15A DESCRIPTION OF R'S SCHOOL IN 8TH GRADE

8th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	1548	7.3%	88.1%
PRIVATE RELIGIOUS	2	171	0.8%	6.2%
PRIVATE NON-RELIGIOUS	3	85	0.4%	2.9%
DON'T KNOW	4	56	0.3%	2.8%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY RESPONDENTS NOT MAPPED		18364	86.7%	(MISS)
MULTIPLE RESPONSE	6	9	0.0%	(MISS)
REFUSED	7	5	0.0%	(MISS)
MISSING	8	38	0.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 15B

Tape Pos. 312-312
Format: I1

F2N15B DESCRIPTION OF R'S SCHOOL IN 10TH GRADE

10th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	580	2.7%	87.9%
PRIVATE RELIGIOUS	2	42	0.2%	4.5%
PRIVATE NON-RELIGIOUS	3	46	0.2%	2.5%
DON'T KNOW	4	36	0.2%	5.2%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19531	92.2%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
REFUSED	7	3	0.0%	(MISS)
MISSING	8	32	0.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 16

Tape Pos. 313-313
Format: I1

F2N16 HAS R EVER BEEN HELD BACK A GRADE IN SCH

Were you held back (made to repeat) a grade in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO	1	15489	73.1%	80.0%
YES, I REPEATED GRADE(S)	2	3472	16.4%	20.0%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	4	0.0%	(MISS)
MISSING	8	1310	6.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

```
---------------
Question   16A                         Tape Pos. 314-314
---------------                        Format: I1

F2N16A     R REPEATED KINDERGARTEN

Grade repeated:  Kindergarten
                                                          PER-    WGTD
      RESPONSE                     CODES      FREQ        CENT    PCT
      --------                    -------     -----      -----   -----
APPLIES........................      1          485       2.3%   11.8%
DOES NOT APPLY.................      2         3291      15.5%   88.2%
 RESERVED CODES:
   NO BY OR NSS DATA...........                 912       4.3%  (MISS)
   REFUSED.....................      7           12       0.1%  (MISS)
   MISSING.....................      8          999       4.7%  (MISS)
   LEGITIMATE SKIP.............      9        15489      73.1%  (MISS)
                                              -----      -----   -----
 TOTALS:                                      21188     100.0%  100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

```
---------------
Question   16B                         Tape Pos. 315-315
---------------                        Format: I1

F2N16B     R REPEATED 1ST GRADE

Grade repeated:  1st Grade
                                                          PER-    WGTD
      RESPONSE                     CODES      FREQ        CENT    PCT
      --------                    -------     -----      -----   -----
APPLIES........................      1          896       4.2%   24.0%
DOES NOT APPLY.................      2         2880      13.6%   76.0%
 RESERVED CODES:
   NO BY OR NSS DATA...........                 912       4.3%  (MISS)
   REFUSED.....................      7           12       0.1%  (MISS)
   MISSING.....................      8          999       4.7%  (MISS)
   LEGITIMATE SKIP.............      9        15489      73.1%  (MISS)
                                              -----      -----   -----
 TOTALS:                                      21188     100.0%  100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

```
---------------
Question   16C                         Tape Pos. 316-316
---------------                        Format: I1

F2N16C     R REPEATED 2ND GRADE

Grade repeated:  2nd Grade
                                                          PER-    WGTD
      RESPONSE                     CODES      FREQ        CENT    PCT
      --------                    -------     -----      -----   -----
APPLIES........................      1          598       2.8%   16.0%
DOES NOT APPLY.................      2         3177      15.0%   84.0%
 RESERVED CODES:
   NO BY OR NSS DATA...........                 912       4.3%  (MISS)
   REFUSED.....................      7           13       0.1%  (MISS)
   MISSING.....................      8          999       4.7%  (MISS)
   LEGITIMATE SKIP.............      9        15489      73.1%  (MISS)
                                              -----      -----   -----
 TOTALS:                                      21188     100.0%  100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

```
---------------
Question   16D                         Tape Pos. 317-317
---------------                        Format: I1

F2N16D     R REPEATED 3RD GRADE

Grade repeated:  3rd Grade
                                                          PER-    WGTD
      RESPONSE                     CODES      FREQ        CENT    PCT
      --------                    -------     -----      -----   -----
APPLIES........................      1          455       2.1%   13.0%
DOES NOT APPLY.................      2         3320      15.7%   87.0%
 RESERVED CODES:
   NO BY OR NSS DATA...........                 912       4.3%  (MISS)
   REFUSED.....................      7           13       0.1%  (MISS)
   MISSING.....................      8          999       4.7%  (MISS)
   LEGITIMATE SKIP.............      9        15489      73.1%  (MISS)
                                              -----      -----   -----
 TOTALS:                                      21188     100.0%  100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

```
---------------
Question   16E                         Tape Pos. 318-318
---------------                        Format: I1

F2N16E     R REPEATED 4TH GRADE

Grade repeated:  4th Grade
                                                          PER-    WGTD
      RESPONSE                     CODES      FREQ        CENT    PCT
      --------                    -------     -----      -----   -----
APPLIES........................      1          329       1.6%    8.4%
DOES NOT APPLY.................      2         3446      16.3%   91.6%
 RESERVED CODES:
   NO BY OR NSS DATA...........                 912       4.3%  (MISS)
   REFUSED.....................      7           13       0.1%  (MISS)
   MISSING.....................      8          999       4.7%  (MISS)
   LEGITIMATE SKIP.............      9        15489      73.1%  (MISS)
                                              -----      -----   -----
 TOTALS:                                      21188     100.0%  100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

```
---------------
Question   16F                         Tape Pos. 319-319
---------------                        Format: I1

F2N16F     R REPEATED 5TH GRADE

Grade repeated:  5th Grade
                                                          PER-    WGTD
      RESPONSE                     CODES      FREQ        CENT    PCT
      --------                    -------     -----      -----   -----
APPLIES........................      1          311       1.5%    7.6%
DOES NOT APPLY.................      2         3465      16.4%   92.4%
 RESERVED CODES:
   NO BY OR NSS DATA...........                 912       4.3%  (MISS)
   REFUSED.....................      7           12       0.1%  (MISS)
   MISSING.....................      8          999       4.7%  (MISS)
   LEGITIMATE SKIP.............      9        15489      73.1%  (MISS)
                                              -----      -----   -----
 TOTALS:                                      21188     100.0%  100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

```
---------------
Question   16G                         Tape Pos. 320-320
---------------                        Format: I1

F2N16G     R REPEATED 6TH GRADE

Grade repeated:  6th Grade
                                                          PER-    WGTD
      RESPONSE                     CODES      FREQ        CENT    PCT
      --------                    -------     -----      -----   -----
APPLIES........................      1          295       1.4%    8.5%
DOES NOT APPLY.................      2         3480      16.4%   91.5%
 RESERVED CODES:
   NO BY OR NSS DATA...........                 912       4.3%  (MISS)
   REFUSED.....................      7           13       0.1%  (MISS)
   MISSING.....................      8          999       4.7%  (MISS)
   LEGITIMATE SKIP.............      9        15489      73.1%  (MISS)
                                              -----      -----   -----
 TOTALS:                                      21188     100.0%  100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

```
---------------
Question   16H                         Tape Pos. 321-321
---------------                        Format: I1

F2N16H     R REPEATED 7TH GRADE

Grade repeated:  7th Grade
                                                          PER-    WGTD
      RESPONSE                     CODES      FREQ        CENT    PCT
      --------                    -------     -----      -----   -----
APPLIES........................      1          404       1.9%   10.8%
DOES NOT APPLY.................      2         3373      15.9%   89.2%
 RESERVED CODES:
   NO BY OR NSS DATA...........                 912       4.3%  (MISS)
   REFUSED.....................      7           11       0.1%  (MISS)
   MISSING.....................      8          999       4.7%  (MISS)
   LEGITIMATE SKIP.............      9        15489      73.1%  (MISS)
                                              -----      -----   -----
 TOTALS:                                      21188     100.0%  100.0%

NOTE:  This variable has been augmented with data from
other NELS:88 questionnaires.
```

Question 16I

Tape Pos. 322-322
Format: I1

F2N16I R REPEATED 8TH GRADE

Grade repeated: 8th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	337	1.6%	9.1%
DOES NOT APPLY	2	3439	16.2%	90.9%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
REFUSED	7	12	0.1%	(MISS)
MISSING	8	999	4.7%	(MISS)
LEGITIMATE SKIP	9	15489	73.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 16J

Tape Pos. 323-323
Format: I1

F2N16J R REPEATED 9TH GRADE

Grade repeated: 9th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	137	0.6%	24.3%
DOES NOT APPLY	2	527	2.5%	75.7%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY RESPONDENTS NOT MAPPED		18393	86.8%	(MISS)
REFUSED	7	13	0.1%	(MISS)
MISSING	8	52	0.2%	(MISS)
LEGITIMATE SKIP	9	1154	5.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year. Therefore, this variable has not been augmented with data from the base year (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 16K

Tape Pos. 324-324
Format: I1

F2N16K R REPEATED 10TH GRADE

Grade repeated: 10th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	102	0.5%	15.4%
DOES NOT APPLY	2	564	2.7%	84.6%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY RESPONDENTS NOT MAPPED		18393	86.8%	(MISS)
REFUSED	7	11	0.1%	(MISS)
MISSING	8	52	0.2%	(MISS)
LEGITIMATE SKIP	9	1154	5.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year. Therefore, this variable has not been augmented with data from the base year (indicated by the value label "Not Mapped"). Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 16L

Tape Pos. 325-325
Format: I1

F2N16L R REPEATED 11TH GRADE

Grade repeated: 11th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	31	0.1%	14.5%
DOES NOT APPLY	2	195	0.9%	85.5%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19659	92.8%	(MISS)
REFUSED	7	9	0.0%	(MISS)
MISSING	8	14	0.1%	(MISS)
LEGITIMATE SKIP	9	368	1.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 16M

Tape Pos. 326-326
Format: I1

F2N16M R REPEATED 12TH GRADE

Grade repeated: 12th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	18	0.1%	7.7%
DOES NOT APPLY	2	205	1.0%	92.3%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19659	92.8%	(MISS)
REFUSED	7	12	0.1%	(MISS)
MISSING	8	14	0.1%	(MISS)
LEGITIMATE SKIP	9	368	1.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Next we would like to ask you some background information.

Question 17

Tape Pos. 327-327
Format: I1

F2N17 WHICH BEST DESCRIBES R'S RACE

Which best describes you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN OR PACIFIC ISLANDER	1	1339	6.3%	3.8%
HISPANIC, REGARDLESS OF RACE	2	2715	12.8%	11.1%
BLACK, NOT OF HISPANIC ORIGIN.	3	2141	10.1%	13.6%
WHITE, NOT OF HISPANIC ORIGIN.	4	13158	62.1%	67.8%
AMERICAN INDIAN OR ALASKAN NATIVE	5	720	3.4%	3.7%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	35	0.2%	(MISS)
REFUSED	7	35	0.2%	(MISS)
MISSING	8	133	0.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable reflects the subjective reports of respondents. F2RACE1 has been supplemented by school records in situations where self-reported data were missing.

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question 18

Tape Pos. 328-329
Format: I2

F2N18 DESCRIBE R'S API BACKGROUND

Which of these best describes your background? ASIAN OR PACIFIC ISLANDER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CHINESE	01	311	1.5%	19.7%
FILIPINO	02	224	1.1%	17.3%
JAPANESE	03	85	0.4%	5.0%
KOREAN	04	169	0.8%	9.8%
SOUTHEAST ASIAN (VIETNAMESE, LAOTIAN) CAMBODIAN/KAMPUCHEAN, THAI, ETC.)	05	223	1.1%	15.0%
PACIFIC ISLANDER (SAMOAN, GUAMANIAN, ETC.)	06	75	0.4%	7.1%
SOUTH ASIAN (ASIAN INDIAN, PAKISTANI, ETC.)	07	107	0.5%	8.5%
OTHER ASIAN	08	144	0.7%	17.5%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	96	12	0.1%	(MISS)
REFUSED	97	39	0.2%	(MISS)
MISSING	98	153	0.7%	(MISS)
LEGITIMATE SKIP	99	18734	88.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable reflects the subjective reports of respondents. F2RACE1 has been supplemented by school records in situations where self-reported data were missing.

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question 19

Tape Pos. 330-330
Format: I1

F2N19 DESCRIBE R'S HISPANIC BACKGROUND

Which of these best describes your background? HISPANIC

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MEXICAN	1	1750	8.3%	62.8%
CUBAN	2	108	0.5%	3.7%
PUERTO RICAN	3	282	1.3%	11.1%
OTHER HISPANIC	4	556	2.6%	22.3%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
REFUSED	7	48	0.2%	(MISS)
MISSING	8	171	0.8%	(MISS)
LEGITIMATE SKIP	9	17358	81.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable reflects the subjective reports of respondents. F2RACE1 has been supplemented by school records in situations where self-reported data were missing.

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question 20

Tape Pos. 331-332
Format: I2

F2N20 R'S NATIVE LANGUAGE

What is your native language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENGLISH	01	17317	81.7%	89.0%
SPANISH	02	1498	7.1%	6.9%
A CHINESE LANGUAGE	03	230	1.1%	0.8%
JAPANESE	04	47	0.2%	0.1%
KOREAN	05	107	0.5%	0.3%
A FILIPINO LANUAGE	06	103	0.5%	0.3%
ITALIAN	07	36	0.2%	0.2%
FRENCH	08	75	0.4%	0.5%
GERMAN	09	63	0.3%	0.2%
GREEK	10	15	0.1%	0.1%
POLISH	11	13	0.1%	0.1%
PORTUGUESE	12	21	0.1%	0.1%
VIETNAMESE	13	27	0.1%	0.1%
CAMBODIAN	14	4	0.0%	0.0%
OTHER (PLEASE SPECIFY)	15	408	1.9%	1.6%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
MULTIPLE RESPONSE	96	38	0.2%	(MISS)
REFUSED	97	3	0.0%	(MISS)
MISSING	98	271	1.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Question 21

How well do you do the following?

Question 21A

Tape Pos. 333-333
Format: I1

F2N21A HOW WELL R UNDERSTANDS NATIVE LANGUAGE

Understand your native language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	154	0.7%	81.8%
WELL	3	42	0.2%	16.6%
NOT WELL	4	7	0.0%	1.5%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19659	92.8%	(MISS)
MISSING	8	33	0.2%	(MISS)
LEGITIMATE SKIP	9	381	1.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 21B

Tape Pos. 334-334
Format: I1

F2N21B HOW WELL R SPEAKS NATIVE LANGUAGE

Speak your native language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	139	0.7%	76.2%
WELL	3	50	0.2%	21.2%
NOT WELL	4	12	0.1%	2.6%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19659	92.8%	(MISS)
MISSING	8	35	0.2%	(MISS)
LEGITIMATE SKIP	9	381	1.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 21C

Tape Pos. 335-335
Format: I1

F2N21C HOW WELL R READS NATIVE LANGUAGE

Read your native language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	128	0.6%	66.1%
WELL	3	38	0.2%	21.7%
NOT WELL	4	21	0.1%	9.0%
NOT AT ALL	5	15	0.1%	3.2%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19659	92.8%	(MISS)
MISSING	8	34	0.2%	(MISS)
LEGITIMATE SKIP	9	381	1.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 21D

Tape Pos. 336-336
Format: I1

F2N21D HOW WELL R WRITES NATIVE LANGUAGE

Write your native language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	123	0.6%	65.2%
WELL	3	37	0.2%	17.2%
NOT WELL	4	22	0.1%	12.5%
NOT AT ALL	5	20	0.1%	5.1%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
BY AND F1 RESPONDENTS NOT MAPPED		19659	92.8%	(MISS)
MISSING	8	34	0.2%	(MISS)
LEGITIMATE SKIP	9	381	1.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: No comparable item existed in the base year or first follow-up. Therefore, this variable has not been augmented with data from the base year or first follow-up (indicated by the value label "Not Mapped").

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 22

Tape Pos. 337-338
Format: I2

F2N22 R'S RELIGION

What is your religious background?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BAPTIST	01	3700	17.5%	23.1%
METHODIST	02	1167	5.5%	6.6%
LUTHERAN	03	905	4.3%	5.4%
PRESBYTERIAN	04	649	3.1%	3.2%
EPISCOPAL	05	374	1.8%	1.5%
PENTECOSTAL	06	478	2.3%	3.1%
OTHER PROTESTANT	07	405	1.9%	2.1%
ROMAN CATHOLIC	08	4792	22.6%	24.9%
EASTERN ORTHODOX	09	64	0.3%	0.4%
MORMON	10	331	1.6%	1.9%
OTHER CHRISTIAN	11	1594	7.5%	8.9%
JEWISH	12	468	2.2%	2.4%
MOSLEM	13	71	0.3%	0.5%
EASTERN RELIGION	14	248	1.2%	0.6%
OTHER RELIGION	15	915	4.3%	5.0%
NONE	16	1838	8.7%	10.5%
RESERVED CODES:				
NO BY OR NSS DATA		912	4.3%	(MISS)
NO F1 QUEX DATA		595	2.8%	(MISS)
MULTIPLE RESPONSE	96	60	0.3%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	1621	7.7%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: This variable has been augmented with data from other NELS:88 questionnaires.

Warning: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question F2RAB88

Tape Pos. 339-342
Format: R4.1

F2RAB88 NUMBER OF DAYS ABSENT, 88-89

Number of days absent during 88-89 school year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	001.0	970	4.6%	9.7%
00.5 TO 05.0	002.0	3489	16.5%	33.7%
05.5 TO 10.0	003.0	2446	11.5%	25.7%
10.5 TO 20.0	004.0	1887	8.9%	19.9%
20.5 TO 40.0	005.0	702	3.3%	8.4%
40.5 TO 60.0	006.0	153	0.7%	1.8%
60.5 TO 144.0	007.0	68	0.3%	0.8%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	999.8	7385	34.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: In the data file, values have been rounded to the nearest whole or half day.

Question F2RAB89

Tape Pos. 343-346
Format: R4.1

F2RAB89 NUMBER OF DAYS ABSENT, 89-90

Number of days absent during 89-90 school year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	001.0	861	4.1%	8.3%
00.5 TO 05.0	002.0	3431	16.2%	33.3%
05.5 TO 10.0	003.0	2414	11.4%	24.4%
10.5 TO 20.0	004.0	2097	9.9%	21.7%
20.5 TO 40.0	005.0	845	4.0%	9.3%
40.5 TO 60.0	006.0	164	0.8%	1.9%
60.5 TO 170.0	007.0	114	0.5%	1.2%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	999.8	7174	33.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: In the data file, values have been rounded to the nearest whole or half day.

Question F2RAB90

Tape Pos. 347-350
Format: R4.1

F2RAB90 NUMBER OF DAYS ABSENT, 90-91

Number of days absent during 90-91 school year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	001.0	671	3.2%	6.4%
00.5 TO 05.0	002.0	3140	14.8%	30.8%
05.5 TO 10.0	003.0	2324	11.0%	23.9%
10.5 TO 20.0	004.0	2243	10.6%	24.4%
20.5 TO 40.0	005.0	973	4.6%	11.1%
40.5 TO 60.0	006.0	183	0.9%	2.2%
60.5 TO 160.0	007.0	107	0.5%	1.1%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	999.8	7459	35.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: In the data file, values have been rounded to the nearest whole or half day.

Question F2RAB91

Tape Pos. 351-354
Format: R4.1

F2RAB91 NUMBER OF DAYS ABSENT, 91-92

Number of days absent during 91-92 school year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	001.0	472	2.2%	4.6%
00.5 TO 05.0	002.0	2766	13.1%	27.9%
05.5 TO 10.0	003.0	2466	11.6%	25.5%
10.5 TO 20.0	004.0	2597	12.3%	26.9%
20.5 TO 40.0	005.0	1089	5.1%	12.0%
40.5 TO 60.0	006.0	184	0.9%	2.1%
60.5 TO 129.0	007.0	85	0.4%	1.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	999.8	7441	35.1%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: In the data file, values have been rounded to the nearest whole or half day.

Question F2RSPFLC

Tape Pos. 355-356
Format: I2

F2RSPFLC SPECIALIZED COURSES OR PROGRAMS

Participation in specialized courses or programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SPECIAL EDUCATION	01	545	2.6%	3.6%
BILINGUAL EDUCATION	02	300	1.4%	1.7%
GIFTED EDUCATION	03	1423	6.7%	7.9%
SPECIAL EDUCATION AND BILINGUAL EDUCATION	04	6	0.0%	0.0%
BILINGUAL EDUCATION AND GIFTED EDUCATION	05	45	0.2%	0.2%
NONE OF THE ABOVE	06	14490	68.4%	86.5%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	98	291	1.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RRANK

Tape Pos. 357-360
Format: I4

F2RRANK CLASS RANK FOR LAST YEAR ATTENDED

Class rank for last year attended

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 TO 807	0001	13335	62.9%	100.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	9998	3765	17.8%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RCSIZE

Tape Pos. 361-364
Format: I4

F2RCSIZE CLASS SIZE FOR LAST YEAR ATTENDED

Class size for last year attended

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 TO 1438	0001	14089	66.5%	100.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	9998	3011	14.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RDTLMO

Tape Pos. 365-366
Format: I2

F2RDTLMO MONTH STUDENT LEFT SCHOOL

Month student left school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	284	1.3%	2.0%
FEBRUARY	02	198	0.9%	1.6%
MARCH	03	206	1.0%	1.8%
APRIL	04	174	0.8%	1.2%
MAY	05	4927	23.3%	29.9%
JUNE	06	9176	43.3%	55.1%
JULY	07	100	0.5%	0.6%
AUGUST	08	307	1.4%	1.9%
SEPTEMBER	09	299	1.4%	2.6%
OCTOBER	10	197	0.9%	1.4%
NOVEMBER	11	136	0.6%	0.9%
DECEMBER	12	123	0.6%	1.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	98	558	2.6%	(MISS)
LEGITIMATE SKIP	99	415	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RDTLYR

Tape Pos. 367-368
Format: I2

F2RDTLYR YEAR STUDENT LEFT SCHOOL

Year student left school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1988	88	8	0.0%	0.0%
1989	89	271	1.3%	1.9%
1990	90	567	2.7%	4.2%
1991	91	920	4.3%	6.5%
1992	92	14440	68.2%	87.3%
1993	93	8	0.0%	0.1%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	98	471	2.2%	(MISS)
LEGITIMATE SKIP	99	415	2.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RREASL

Tape Pos. 369-370
Format: I2

F2RREASL REASON STUDENT LEFT SCHOOL

Indicates the reason the student left school.

For some sample members, this item (and F2RTROUT, which is derived from F2RREASL) may appear to be inconsistent with F2DOSTAT. The majority of inconsistencies can be attributed to the disjunct data collection periods for the two items, and to differences between the NELS:88 and transcript schools' dropout definition. See F2TRSTYP for both elucidation and resolution of inconsistencies between F2TROUT (transcript-indicated outcome) and F2DOSTAT. (Also, see Appendix H of the Second Follow-Up: Student Component Data File User's Manual for a discussion of F2TRSTYP as it relates to discrepancies between F2DOSTAT and F2RTROUT.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STANDARD DIPLOMA	01	13622	64.3%	78.2%
HONORS DIPLOMA	02	240	1.1%	1.2%
DIPLOMA WITH SPECIAL EDUCATION ADJUSTMENTS	03	19	0.1%	0.1%
CERTIFICATE OF ATTENDANCE	04	9	0.0%	0.1%
STILL ENROLLED	05	415	2.0%	2.9%
DROPPED OUT	06	1897	9.0%	14.0%
TRANSFERRED	07	404	1.9%	2.6%
AGED OUT	08	20	0.1%	0.1%
DIED	09	4	0.0%	0.0%
HEALTH REASON	10	10	0.0%	0.1%
RECEIVED GED	11	35	0.2%	0.2%
OTHER	12	87	0.4%	0.6%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	98	338	1.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question F2TRSTYP

Tape Pos. 371-372
Format: I2

F2TRSTYP DROPOUT STATUS DISCREPANCY INDICATOR

This variable elucidates and resolves discrepancies between F2DOSTAT and F2RTROUT. The majority of inconsistencies can be attributed to the disjunct data collection periods for the two items, and to differences between the NELS:88 and transcript schools' dropout definition. (See Appendix H of the Second Follow-Up: Student Component Data File User's Manual for a discussion of F2TRSTYP as it relates to discrepancies between F2DOSTAT and F2RTROUT.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
F2TROUT-stu F2DOSTAT-stu F2RWTST-stu F2QFLG-stu quex	01	13852	65.4%	63.7%
F2TROUT-stu F2DOSTAT-stop F2RWTST-stu F2QFLG-stu quex	02	23	0.1%	0.1%
F2TROUT-stu F2DOSTAT-stu F2RWTST-stu F2QFLG-no quex	03	422	2.0%	0.0%
F2TROUT-stu F2DOSTAT-stop F2RWTST-stu F2QFLG-no quex	04	2	0.0%	0.0%
F2TROUT-stu F2DOSTAT-unk F2RWTST-drop F2QFLG-no quex	05	8	0.0%	0.0%
F2TROUT-stu F2DOSTAT-drop F2RWTST-drop F2QFLG-stu quex	06	38	0.2%	0.2%
F2TROUT-stu F2DOSTAT-drop F2RWTST-drop F2QFLG-drop quex	07	55	0.3%	0.4%
F2TROUT-stu F2DOSTAT-drop F2RWTST-drop F2QFLG-no quex	08	20	0.1%	0.0%
F2TROUT-drop F2DOSTAT-drop F2RWTST-drop F2QFLG-drop quex	09	159	0.8%	1.1%
F2TROUT-drop F2DOSTAT-drop F2RWTST-drop F2QFLG-stu quex	10	1208	5.7%	7.8%
F2TROUT-drop F2DOSTAT-drop F2RWTST-drop F2QFLG-no quex	11	156	0.7%	0.0%
F2TROUT-drop F2DOSTAT-unk F2RWTST-drop F2QFLG-no quex	12	46	0.2%	0.0%
F2TROUT-drop F2DOSTAT-stu F2RWTST-stu F2QFLG-stu quex	13	246	1.2%	1.4%
F2TROUT-drop F2DOSTAT-stop F2RWTST-stu F2QFLG-stu quex	14	24	0.1%	0.1%
F2TROUT-drop F2DOSTAT-stu F2RWTST-stu F2QFLG-no quex	15	31	0.1%	0.0%
F2TROUT-drop F2DOSTAT-stop F2RWTST-stu F2QFLG-no quex	16	3	0.0%	0.0%
F2TROUT-trnsfr F2DOSTAT-stu F2RWTST-stu F2QFLG-stu quex	17	142	0.7%	0.8%
F2TROUT-trnsfr F2DOSTAT-stop F2RWTST-stu F2QFLG-stu quex	18	6	0.0%	0.0%
F2TROUT-trnsfr F2DOSTAT-stu F2RWTST-stu F2QFLG-no quex	19	20	0.1%	0.0%
F2TROUT-trnsfr F2DOSTAT-stop F2RWTST-stu F2QFLG-no quex	20	1	0.0%	0.0%
F2TROUT-trnsfr F2DOSTAT-unk F2RWTST-drop F2QFLG-no quex	21	15	0.1%	0.0%
F2TROUT-trnsfr F2DOSTAT-drop F2RWTST-drop F2QFLG-stu quex	22	45	0.2%	0.2%
F2TROUT-trnsfr F2DOSTAT-drop F2RWTST-drop F2QFLG-drop quex	23	124	0.6%	0.8%
F2TROUT-trnsfr F2DOSTAT-drop F2RWTST-drop F2QFLG-no quex	24	26	0.1%	0.0%
F2TROUT-unk F2DOSTAT-stu F2RWTST-stu F2QFLG-stu quex	25	308	1.5%	1.5%

```
F2TROUT-unk
 F2DOSTAT-stop
 F2RWTST-stu
 F2QFLG-stu ques...............    26       6    0.0%    0.0%
F2TROUT-unk
 F2DOSTAT-stu
 F2RWTST-stu
 F2QFLG-no ques................    27      22    0.1%    0.0%
F2TROUT-unk
 F2DOSTAT-stop
 F2RWTST-stu
 F2QFLG-no ques................    28       1    0.0%    0.0%
F2TROUT-unk
 F2DOSTAT-unk
 F2RWTST-drop
 F2QFLG-no ques................    29       9    0.0%    0.0%
F2TROUT-unk
 F2DOSTAT-drop
 F2RWTST-drop
 F2QFLG-stu ques...............    30      17    0.1%    0.1%
F2TROUT-unk
 F2DOSTAT-drop
 F2RWTST-drop
 F2QFLG-drop ques..............    31      49    0.2%    0.4%
F2TROUT-unk
 F2DOSTAT-drop
 F2RWTST-drop
 F2QFLG-no ques................    32      16    0.1%    0.0%
NO TRANSCRIPT COLLECTED.......    33    4088   19.3%   21.2%
                                        -----  -----   -----
 TOTALS:                               21188  100.0%  100.0%
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Question   F2RRLVRB                        Tape Pos. 373-392
------------------                         Format: A20

F2RRLVRB   VERBATIM OTHER REASON FOR LEAVING SCHOOL

Verbatim other reason for leaving school

                                                   PER-    WGTD
     RESPONSE                   CODES      FREQ    CENT    PCT
    ----------                 --------    -----   -----   -----
DATA PRESENT..................       1       67    0.3%    1.7%
NO TRANSCRIPT COLLECTED.......       2     4088   19.3%   98.3%
 RESERVED CODES:
   MISSING DATA...............       8    17033   80.4%  (MISS)
                                           -----   -----   -----
 TOTALS:                                   21188  100.0%  100.0%
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Question   F2RGPA                          Tape Pos. 393-397
------------------                         Format: R5.2

F2RGPA     CUMULATIVE GPA FOR LAST YEAR ATTENDED

Cumulative GPA for last year attended .

                                                   PER-    WGTD
     RESPONSE                   CODES      FREQ    CENT    PCT
    ----------                 --------    -----   -----   -----
0 TO 108.98...................  001.00    13511   63.8%  100.0%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....             4088   19.3%  (MISS)
   MISSING DATA...............  999.98     3589   16.9%  (MISS)
                                           -----   -----   -----
 TOTALS:                                   21188  100.0%  100.0%

NOTE:  Cumulative GPA has not been standardized.  Some
values exceed 100 percent because of quality points awarded
for advanced courses.
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Question   F2RPSATM                        Tape Pos. 398-399
------------------                         Format: I2

F2RPSATM   PSAT MATH

Preliminary Scholastic Aptitude Test (mathematics)

                                                   PER-    WGTD
     RESPONSE                   CODES      FREQ    CENT    PCT
    ----------                 --------    -----   -----   -----
20 TO 30......................      01      806    3.8%   15.8%
31 TO 40......................      02     1946    9.2%   36.5%
41 TO 50......................      03     1872    8.8%   32.4%
51 TO 60......................      04      857    4.0%   12.1%
61 TO 70......................      05      245    1.2%    2.7%
71 TO 80......................      06       44    0.2%    0.5%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....             4088   19.3%  (MISS)
   MISSING DATA...............      98    11330   53.5%  (MISS)
                                           -----   -----   -----
 TOTALS:                                   21188  100.0%  100.0%

NOTE:  The valid range for this test score is 20 to 80.
```

```
------------------
Question   F2RPSATV                        Tape Pos. 400-401
------------------                         Format: I2

F2RPSATV   PSAT VERBAL

Preliminary Scholastic Aptitude Test (verbal)

                                                   PER-    WGTD
     RESPONSE                   CODES      FREQ    CENT    PCT
    ----------                 --------    -----   -----   -----
20 TO 30......................      01      424    2.0%    9.6%
31 TO 40......................      02     1379    6.5%   25.9%
41 TO 50......................      03     1836    8.7%   32.3%
51 TO 60......................      04     1368    6.5%   22.1%
61 TO 70......................      05      654    3.1%    8.9%
71 TO 80......................      06      113    0.5%    1.3%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....             4088   19.3%  (MISS)
   MISSING DATA...............      98    11326   53.5%  (MISS)
                                           -----   -----   -----
 TOTALS:                                   21188  100.0%  100.0%

NOTE:  The valid range for this test score is 20 to 80.
```

```
------------------
Question   F2RSATM                         Tape Pos. 402-404
------------------                         Format: I3

F2RSATM    SCHOLASTIC APTITUDE TEST (MATHEMATICS)

Scholastic Aptitude Test (mathematics)

                                                   PER-    WGTD
     RESPONSE                   CODES      FREQ    CENT    PCT
    ----------                 --------    -----   -----   -----
200 TO 300....................     001      596    2.8%   11.7%
310 TO 400....................     002     1410    6.7%   28.5%
410 TO 500....................     003     1808    8.5%   33.6%
510 TO 600....................     004     1250    5.9%   19.5%
610 TO 700....................     005      507    2.4%    5.8%
710 TO 780....................     006       85    0.4%    0.8%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....             4088   19.3%  (MISS)
   MISSING DATA...............     998    11444   54.0%  (MISS)
                                           -----   -----   -----
 TOTALS:                                   21188  100.0%  100.0%

NOTE:  The valid range for this test score is 200 to 800.
```

```
------------------
Question   F2RSATV                         Tape Pos. 405-407
------------------                         Format: I3

F2RSATV    SCHOLASTIC APTITUDE TEST (VERBAL)

Scholastic Aptitude Test (verbal)

                                                   PER-    WGTD
     RESPONSE                   CODES      FREQ    CENT    PCT
    ----------                 --------    -----   -----   -----
200 TO 300....................     001      244    1.2%    5.2%
310 TO 400....................     002     1058    5.0%   22.1%
410 TO 500....................     003     1470    6.9%   27.6%
510 TO 600....................     004     1564    7.4%   26.4%
610 TO 700....................     005     1001    4.7%   14.9%
710 TO 800....................     006      317    1.5%    3.8%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....             4088   19.3%  (MISS)
   MISSING DATA...............     998    11446   54.0%  (MISS)
                                           -----   -----   -----
 TOTALS:                                   21188  100.0%  100.0%

NOTE:  The valid range for this test score is 200 to 800.
```

```
------------------
Question   F2RACTC                         Tape Pos. 408-409
------------------                         Format: I2

F2RACTC    ACT (COMPOSITE)

American College Test (composite score)

                                                   PER-    WGTD
     RESPONSE                   CODES      FREQ    CENT    PCT
    ----------                 --------    -----   -----   -----
01 TO 05......................      01        1    0.0%    0.0%
06 TO 10......................      02        4    0.0%    0.1%
11 TO 15......................      03      428    2.0%   10.7%
16 TO 20......................      04     1777    8.4%   39.5%
21 TO 25......................      05     1549    7.3%   32.4%
26 TO 30......................      06      805    3.8%   15.2%
31 TO 36......................      07      140    0.7%    2.2%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....             4088   19.3%  (MISS)
   MISSING DATA...............      98    12396   58.5%  (MISS)
                                           -----   -----   -----
 TOTALS:                                   21188  100.0%  100.0%

NOTE:  The valid range for this test score is 1 to 36.
```

Question F2RACTE

Tape Pos. 410-411
Format: I2

F2RACTE ACT (ENGLISH SCORE)

American College Test (english score)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
06 TO 10	02	70	0.3%	2.2%
11 TO 15	03	653	3.1%	15.0%
16 TO 20	04	1574	7.4%	34.9%
21 TO 25	05	1378	6.5%	30.1%
26 TO 30	06	815	3.8%	15.8%
31 TO 36	07	126	0.6%	2.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	98	12484	58.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The valid range for this test score is 1 to 36.

Question F2RACTM

Tape Pos. 412-413
Format: I2

F2RACTM ACT (MATH SCORE)

American College Test (mathematics score)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
06 TO 10	02	8	0.0%	0.1%
11 TO 15	03	603	2.8%	13.8%
16 TO 20	04	1761	8.3%	41.5%
21 TO 25	05	1363	6.4%	28.2%
26 TO 30	06	735	3.5%	13.7%
31 TO 36	07	146	0.7%	2.7%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	98	12484	58.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The valid range for this test score is 1 to 36.

Question F2RACTR

Tape Pos. 414-415
Format: I2

F2RACTR ACT (READING)

American College Test (reading score)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
01 TO 05	01	2	0.0%	0.0%
06 TO 10	02	71	0.3%	1.4%
11 TO 15	03	590	2.8%	14.6%
16 TO 20	04	1378	6.5%	30.6%
21 TO 25	05	1316	6.2%	28.0%
26 TO 30	06	821	3.9%	16.8%
31 TO 36	07	437	2.1%	8.6%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	98	12485	58.9%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The valid range for this test score is 1 to 36.

Question F2RACTS

Tape Pos. 416-417
Format: I2

F2RACTS ACT (SCIENCE REASONING)

American College Test (science reasoning score)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
06 TO 10	02	7	0.0%	0.2%
11 TO 15	03	384	1.8%	8.5%
16 TO 20	04	1784	8.4%	41.4%
21 TO 25	05	1603	7.6%	33.3%
26 TO 30	06	680	3.2%	13.9%
31 TO 36	07	151	0.7%	2.7%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING DATA	98	12491	59.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: The valid range for this test score is 1 to 36.

Question TRNCTRL2

Tape Pos. 418-419
Format: I2

TRNCTRL2 SCHOOL CLASSIFICATION

Classifies the student's last attended school type into public, Catholic, private NAIS, and other private-not NAIS, as obtained from Quality Education Data (QED).

NOTE: "Last attended school" refers to the last school attended by the sample member as determined from transcript data.

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question TRNURBN3

Tape Pos. 420-420
Format: I1

TRNURBN3 TYPE OF SCHL DISTRICT, DIOCESE, COUNTY

Trichotomizes the urbanicity of the area in which the sample member's last attended school is located. This metropolitan status is defined by QED for public school districts, for Catholic dioceses, or in some cases for the county in which the school is located. QED bases the classifications on the Federal Information Processing Standards as used by the U.S. Census.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
URBAN	1	4857	22.9%	26.0%
SUBURBAN	2	6753	31.9%	41.0%
RURAL/OUTSDE MSA	3	5455	25.7%	33.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
MISSING	8	35	0.2%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: "Last attended school" refers to the last school attended by the sample member as determined from transcript data.

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question TRNREGON

Tape Pos. 421-422
Format: I2

TRNREGON REGION OF THE COUNTRY (4 CENSUS REGIONS)

Indicates in which of the four US Census regions the student's last attended school is located, based on the school state.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NORTHEAST	01	3079	14.5%	18.3%
MIDWEST	02	4568	21.6%	26.3%
SOUTH	03	5941	28.0%	35.1%
WEST	04	3512	16.6%	20.4%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

NOTE: "Last attended school" refers to the last school attended by the sample member as determined from transcript data.

Question TRNSTATE

Tape Pos. 423-424
Format: A2

TRNSTATE LOCATION OF STUDENT'S SCHOOL (STATE)

Indicates the student's last attended school state. The values for this variable are the standard two-column Post Office state abbreviations (additional values are listed below).

NOTE: "Last attended school" refers to the last school attended by the sample member as determined from transcript data.

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297 (1988).

Question F2RCRLST

Tape Pos. 425-425
Format: I1

F2RCRLST TYPE OF COURSE LIST

Type of course list submitted by school providing sample member's transcript

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE CATALOG..................	1	13542	63.9%	77.9%
STUDENT HANDBOOK................	2	279	1.3%	1.6%
OTHER COURSE LIST...............	3	1447	6.8%	7.9%
NO LIST SUBMITTED...............	4	1832	8.6%	12.6%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RTR09

Tape Pos. 426-426
Format: I1

F2RTR09 G9 TRANSCRIPT DATA AVAILABILITY

Ninth grade transcript data available

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA NOT AVAILABLE............	0	397	1.9%	3.0%
DATA AVAILABLE................	1	16703	78.8%	97.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RTR10

Tape Pos. 427-427
Format: I1

F2RTR10 G10 TRANSCRIPT DATA AVAILABILITY

Tenth grade transcript data available

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA NOT AVAILABLE............	0	788	3.7%	5.5%
DATA AVAILABLE................	1	16312	77.0%	94.5%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RTR11

Tape Pos. 428-428
Format: I1

F2RTR11 G11 TRANSCRIPT DATA AVAILABILITY

Eleventh grade transcript data available

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA NOT AVAILABLE............	0	1684	7.9%	11.5%
DATA AVAILABLE................	1	15416	72.8%	88.5%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RTR12

Tape Pos. 429-429
Format: I1

F2RTR12 G12 TRANSCRIPT DATA AVAILABILITY

Twelfth grade transcript data available

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA NOT AVAILABLE............	0	2372	11.2%	16.5%
DATA AVAILABLE................	1	14728	69.5%	83.5%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RTROUT

Tape Pos. 430-431
Format: I2

F2RTROUT TRANSCRIPT-INDICATED OUTCOME

Indicates the sample member's transcript-indicated outcome.

For some sample members, this item (and F2RREASL, from which it is derived) may appear to be inconsistent with F2DOSTAT. The majority of inconsistencies can be attributed to the disjunct data collection periods for the two items, and to differences between the NELS:88 and transcript schools' dropout definition. See F2TRSTYP for both elucidation and resolution of inconsistencies between F2TROUT (transcript-indicated outcome) and F2DOSTAT. (Also, see Appendix H of the Second Follow-Up: Student Component Data File User's Manual for a discussion of F2TRSTYP as it relates to discrepancies between F2DOSTAT and F2RTROUT.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SPRING 1992 GRADUATE..........	01	13435	63.4%	75.5%
OTHER 1992 GRADUATE...........	02	270	1.3%	1.5%
PRE-1992 GRADUATE.............	03	154	0.7%	0.8%
DIPLOMA WITH SPECIAL EDUCATION ADJUSTMENTS..........	04	19	0.1%	0.1%
CERTIFICATE OF ATTENDANCE.....	05	9	0.0%	0.1%
STILL ENROLLED IN SCHOOL......	06	415	2.0%	2.8%
DROPPED OUT...................	07	1897	9.0%	13.7%
TRANSFERRED...................	08	404	1.9%	2.5%
AGED OUT......................	09	20	0.1%	0.1%
DIED..........................	10	4	0.0%	0.0%
LEFT FOR HEALTH REASON........	11	10	0.0%	0.1%
RECEIVED GED..................	12	35	0.2%	0.2%
OTHER.........................	13	87	0.4%	0.6%
STATUS UNDETERMINED...........	14	341	1.6%	1.9%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RTRPRG

Tape Pos. 432-433
Format: I2

F2RTRPRG TRANSCRIPT-INDICATED HIGH SCHOOL PROGRAM

High school program, as determined from high school credits earned

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RIGOROUS ACADEMIC TRACK.......	01	2980	14.1%	16.6%
ACADEMIC TRACK................	02	7821	36.9%	42.8%
VOCATIONAL TRACK..............	03	969	4.6%	5.7%
VOCATIONAL AND RIGOROUS ACADEMIC......................	04	118	0.6%	0.7%
ACADEMIC AND VOCATIONAL.......	05	1052	5.0%	6.4%
NONE OF THE ABOVE.............	06	4160	19.6%	27.7%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RNWB1A

Tape Pos. 434-434
Format: I1

F2RNWB1A NEW BASICS: 4E+3SS+3S+3M+.5CS+2FL (HS+B)

New basics program of 4E+3SS+3S+3M+.5CS+2FL (HS&B-equivalent)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FAILED THRESHOLD..............	0	14523	68.5%	85.9%
MET THRESHOLD.................	1	2577	12.2%	14.1%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

```
------------------
Question   F2RNWB2A                           Tape Pos. 435-435
------------------                            Format: I1

F2RNWB2A   NEW BASICS: 4E+3SS+3S+3M+.5CS (HS+B)

New basics program of 4E+3SS+3S+3M+.5CS (HS&B-equivalent)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
FAILED THRESHOLD..............            0   13838   65.3%   81.7%
MET THRESHOLD.................            1    3262   15.4%   18.3%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

```
------------------
Question   F2RNWB3A                           Tape Pos. 436-436
------------------                            Format: I1

F2RNWB3A   NEW BASICS: 4E+3SS+3S+3M+2FL (HS+B)

New basics program of 4E+3SS+3S+3M+2FL (HS&B-equivalent)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
FAILED THRESHOLD..............            0   12209   57.6%   73.7%
MET THRESHOLD.................            1    4891   23.1%   26.3%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

```
------------------
Question   F2RNWB4A                           Tape Pos. 437-437
------------------                            Format: I1

F2RNWB4A   NEW BASICS: 4E+3SS+3S+3M (HS+B)

New basics program of 4E+3SS+3S+3M (HS&B-equivalent)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
FAILED THRESHOLD..............            0   11054   52.2%   66.8%
MET THRESHOLD.................            1    6046   28.5%   33.2%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

```
------------------
Question   F2RNWB5A                           Tape Pos. 438-438
------------------                            Format: I1

F2RNWB5A   NEW BASICS: 4E+3SS+2S+2M (HS+B)

New basics program of 4E+3SS+2S+2M (HS&B-equivalent)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
FAILED THRESHOLD..............            0    7891   37.2%   47.4%
MET THRESHOLD.................            1    9209   43.5%   52.6%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

```
------------------
Question   F2RNWB1B                           Tape Pos. 439-439
------------------                            Format: I1

F2RNWB1B   NEW BASICS: 4E+3SS+3S+3M+.5CS+2FL (NAEP)

New basics program of 4E+3SS+3S+3M+.5CS+2FL
(NAEP-equivalent)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
FAILED THRESHOLD..............            0   14002   66.1%   82.6%
MET THRESHOLD.................            1    3098   14.6%   17.4%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

```
------------------
Question   F2RNWB2B                           Tape Pos. 440-440
------------------                            Format: I1

F2RNWB2B   NEW BASICS: 4E+3SS+3S+3M+.5CS (NAEP)

New basics program of 4E+3SS+3S+3M+.5CS (NAEP-equivalent)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
FAILED THRESHOLD..............            0   13172   62.2%   77.8%
MET THRESHOLD.................            1    3928   18.5%   22.2%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

```
------------------
Question   F2RNWB3B                           Tape Pos. 441-441
------------------                            Format: I1

F2RNWB3B   NEW BASICS: 4E+3SS+3S+3M+2FL (NAEP)

New basics program of 4E+3SS+3S+3M+2FL (NAEP-equivalent)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
FAILED THRESHOLD..............            0   12019   56.7%   72.5%
MET THRESHOLD.................            1    5081   24.0%   27.5%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

```
------------------
Question   F2RNWB4B                           Tape Pos. 442-442
------------------                            Format: I1

F2RNWB4B   NEW BASICS: 4E+3SS+3S+3M (NAEP)

New basics program of 4E+3SS+3S+3M (NAEP-equivalent)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
FAILED THRESHOLD..............            0   10745   50.7%   64.9%
MET THRESHOLD.................            1    6355   30.0%   35.1%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

```
------------------
Question   F2RNWB5B                           Tape Pos. 443-443
------------------                            Format: I1

F2RNWB5B   NEW BASICS: 4E+3SS+2S+2M (NAEP)

New basics program of 4E+3SS+2S+2M (NAEP-equivalent)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
FAILED THRESHOLD..............            0    7296   34.4%   44.0%
MET THRESHOLD.................            1    9804   46.3%   56.0%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

```
------------------
Question   F2RHEN_C                           Tape Pos. 444-447
------------------                            Format: R4.2

F2RHEN_C   UNITS IN ENGLISH (HS+B)

Total Carnegie units in English (HS+B)

                                                        PER-   WGTD
    RESPONSE                        CODES      FREQ    CENT    PCT
    --------                      ---------   -----   -----   -----
00.00.........................        01.00     684    3.2%    4.8%
00.01 TO 00.49................        02.00      10    0.0%    0.1%
00.50 TO 00.99................        03.00     268    1.3%    1.6%
01.00 TO 01.99................        04.00     903    4.3%    6.2%
02.00 TO 02.99................        05.00    1101    5.2%    7.4%
03.00 TO 03.99................        06.00    2843   13.4%   15.6%
04.00 TO 04.99................        07.00    9150   43.2%   52.3%
05.00 TO 13.00................        08.00    2141   10.1%   12.0%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                 4088   19.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      21188  100.0%  100.0%
```

Question F2RHMA_C

Tape Pos. 448-451
Format: R4.2

F2RHMA_C UNITS IN MATHEMATICS (HS+B)

Total Carnegie units in mathematics (HS+B)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	823	3.9%	5.7%
00.01 TO 00.49	02.00	8	0.0%	0.1%
00.50 TO 00.99	03.00	368	1.7%	2.9%
01.00 TO 01.99	04.00	1596	7.5%	10.5%
02.00 TO 02.99	05.00	3466	16.4%	21.1%
03.00 TO 03.99	06.00	5243	24.7%	30.9%
04.00 TO 04.99	07.00	4813	22.7%	24.9%
05.00 TO 08.33	08.00	783	3.7%	3.8%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RHSC_C

Tape Pos. 452-455
Format: R4.2

F2RHSC_C UNITS IN SCIENCE (HS+B)

Total Carnegie units in science (HS+B)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	675	3.2%	4.5%
00.01 TO 00.49	02.00	10	0.0%	0.1%
00.50 TO 00.99	03.00	339	1.6%	3.0%
01.00 TO 01.99	04.00	1820	8.6%	11.3%
02.00 TO 02.99	05.00	5508	26.0%	33.8%
03.00 TO 03.99	06.00	4989	23.5%	27.9%
04.00 TO 04.99	07.00	2975	14.0%	15.3%
05.00 TO 11.00	08.00	784	3.7%	4.1%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RHSO_C

Tape Pos. 456-459
Format: R4.2

F2RHSO_C UNITS IN SOCIAL STUDIES (HS+B)

Total Carnegie units in social studies (HS+B)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	655	3.1%	5.0%
00.01 TO 00.49	02.00	8	0.0%	0.1%
00.50 TO 00.99	03.00	314	1.5%	2.2%
01.00 TO 01.99	04.00	1087	5.1%	6.8%
02.00 TO 02.99	05.00	2667	12.6%	15.6%
03.00 TO 03.99	06.00	7419	35.0%	42.0%
04.00 TO 04.99	07.00	3956	18.7%	22.7%
05.00 TO 11.00	08.00	994	4.7%	5.6%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RHCO_C

Tape Pos. 460-463
Format: R4.2

F2RHCO_C UNITS IN COMPUTER SCIENCE (HS+B)

Total Carnegie units in computer science/programming/data processing (HS+B)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	9559	45.1%	56.0%
00.01 TO 00.49	02.00	254	1.2%	1.5%
00.50 TO 00.99	03.00	3897	18.4%	22.9%
01.00 TO 01.99	04.00	2885	13.6%	16.7%
02.00 TO 02.99	05.00	416	2.0%	2.4%
03.00 TO 03.99	06.00	53	0.3%	0.3%
04.00 TO 04.99	07.00	19	0.1%	0.1%
05.00 TO 09.00	08.00	17	0.1%	0.1%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RHFO_C

Tape Pos. 464-467
Format: R4.2

F2RHFO_C UNITS IN FOREIGN LANGUAGES (HS+B)

Total Carnegie units in foreign languages (HS+B)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	5305	25.0%	35.6%
00.01 TO 00.49	02.00	16	0.1%	0.1%
00.50 TO 00.99	03.00	513	2.4%	3.2%
01.00 TO 01.99	04.00	2536	12.0%	15.0%
02.00 TO 02.99	05.00	4533	21.4%	25.6%
03.00 TO 03.99	06.00	2385	11.3%	12.4%
04.00 TO 04.99	07.00	1362	6.4%	6.4%
05.00 TO 15.50	08.00	450	2.1%	1.7%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RHENG2

Tape Pos. 468-471
Format: R4.2

F2RHENG2 AVERAGE GRADE IN ENGLISH (HS+B)

Average grade in English (HS+B)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
A = 01.00 TO 03.50	01.00	1948	9.2%	10.2%
B = 03.51 TO 06.50	02.00	5798	27.4%	32.0%
C = 06.51 TO 09.50	03.00	5688	26.8%	35.2%
D = 09.51 TO 12.00	04.00	2682	12.7%	18.3%
F = 12.01 TO 13.00	05.00	624	2.9%	4.3%
RESERVED CODES:				
NO CREDIT/GRADE IN SUBJECT AREA	99.98	4448	21.0%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RHMAG2

Tape Pos. 472-475
Format: R4.2

F2RHMAG2 AVERAGE GRADE IN MATHEMATICS (HS+B)

Average grade in mathematics (HS+B)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
A = 01.00 TO 03.50	01.00	1588	7.5%	8.5%
B = 03.51 TO 06.50	02.00	4627	21.8%	25.1%
C = 06.51 TO 09.50	03.00	6158	29.1%	38.4%
D = 09.51 TO 12.00	04.00	3617	17.1%	23.1%
F = 12.01 TO 13.00	05.00	666	3.1%	4.9%
RESERVED CODES:				
NO CREDIT/GRADE IN SUBJECT AREA	99.98	4532	21.4%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RHSCG2

Tape Pos. 476-479
Format: R4.2

F2RHSCG2 AVERAGE GRADE IN SCIENCE (HS+B)

Average grade in science (HS+B)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
A = 01.00 TO 03.50	01.00	1747	8.2%	9.3%
B = 03.51 TO 06.50	02.00	5128	24.2%	28.4%
C = 06.51 TO 09.50	03.00	6053	28.6%	36.6%
D = 09.51 TO 12.00	04.00	3193	15.1%	20.7%
F = 12.01 TO 13.00	05.00	706	3.3%	5.0%
RESERVED CODES:				
NO CREDIT/GRADE IN SUBJECT AREA	99.98	4361	20.6%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   F2RHSOG2                                Tape Pos. 480-483
--------------------                               Format: R4.2

F2RHSOG2   AVERAGE GRADE IN SOCIAL STUDIES (HS+B)

Average grade in social studies (HS+B)

                                                            PER-    WGTD
    RESPONSE                          CODES       FREQ     CENT    PCT
   ----------                       ---------    -----    -----   -----
A = 01.00 TO 03.50.............       01.00       2466    11.6%   12.8%
B = 03.51 TO 06.50.............       02.00       5508    26.0%   31.4%
C = 06.51 TO 09.50.............       03.00       5387    25.4%   32.7%
D = 09.51 TO 12.00.............       04.00       2752    13.0%   17.4%
F = 12.01 TO 13.00.............       05.00        744     3.5%    5.7%
 RESERVED CODES:
   NO CREDIT/GRADE IN SUBJECT
   AREA........................       99.98       4331    20.4% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
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Question   F2RHCOG2                                Tape Pos. 484-487
--------------------                               Format: R4.2

F2RHCOG2   AVERAGE GRADE IN COMP. SCIENCE (HS+B)

Average grade in computer science/programming/data
processing (HS+B)

                                                            PER-    WGTD
    RESPONSE                          CODES       FREQ     CENT    PCT
   ----------                       ---------    -----    -----   -----
A = 01.00 TO 03.50.............       01.00       2470    11.7%   30.1%
B = 03.51 TO 06.50.............       02.00       2487    11.7%   31.5%
C = 06.51 TO 09.50.............       03.00       1695     8.0%   23.3%
D = 09.51 TO 12.00.............       04.00        771     3.6%   10.9%
F = 12.01 TO 13.00.............       05.00        292     1.4%    4.2%
 RESERVED CODES:
   NO CREDIT/GRADE IN SUBJECT
   AREA........................       99.98      13473    63.6% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
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Question   F2RHFOG2                                Tape Pos. 488-491
--------------------                               Format: R4.2

F2RHFOG2   AVERAGE GRADE IN FOREIGN LANG. (HS+B)

Average grade in foreign languages (HS+B)

                                                            PER-    WGTD
    RESPONSE                          CODES       FREQ     CENT    PCT
   ----------                       ---------    -----    -----   -----
A = 01.00 TO 03.50.............       01.00       2668    12.6%   20.5%
B = 03.51 TO 06.50.............       02.00       4048    19.1%   31.0%
C = 06.51 TO 09.50.............       03.00       3350    15.8%   28.5%
D = 09.51 TO 12.00.............       04.00       1603     7.6%   14.1%
F = 12.01 TO 13.00.............       05.00        622     2.9%    6.0%
 RESERVED CODES:
   NO CREDIT/GRADE IN SUBJECT
   AREA........................       99.98       8897    42.0% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
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Question   F2RENG_C                                Tape Pos. 492-495
--------------------                               Format: R4.2

F2RENG_C   UNITS IN ENGLISH (NAEP)

Total Carnegie units in English (NAEP)

                                                            PER-    WGTD
    RESPONSE                          CODES       FREQ     CENT    PCT
   ----------                       ---------    -----    -----   -----
00.00..........................       01.00        445     2.1%    3.3%
00.01 TO 00.49.................       02.00          8     0.0%    0.0%
00.50 TO 00.99.................       03.00        226     1.1%    1.4%
01.00 TO 01.99.................       04.00        805     3.8%    5.8%
02.00 TO 02.99.................       05.00       1000     4.7%    6.7%
03.00 TO 03.99.................       06.00       2849    13.4%   15.7%
04.00 TO 04.99.................       07.00       9567    45.2%   54.8%
05.00 TO 13.00.................       08.00       2200    10.4%   12.5%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                    4088    19.3% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
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Question   F2RFOR_C                                Tape Pos. 496-499
--------------------                               Format: R4.2

F2RFOR_C   UNITS IN FOREIGN LANGUAGES (NAEP)

Total Carnegie units in foreign languages (NAEP)

                                                            PER-    WGTD
    RESPONSE                          CODES       FREQ     CENT    PCT
   ----------                       ---------    -----    -----   -----
00.00..........................       01.00       5297    25.0%   35.5%
00.01 TO 00.49.................       02.00         16     0.1%    0.1%
00.50 TO 00.99.................       03.00        518     2.4%    3.2%
01.00 TO 01.99.................       04.00       2538    12.0%   15.1%
02.00 TO 02.99.................       05.00       4532    21.4%   25.6%
03.00 TO 03.99.................       06.00       2386    11.3%   12.4%
04.00 TO 04.99.................       07.00       1362     6.4%    6.4%
05.00 TO 15.50.................       08.00        451     2.1%    1.7%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                    4088    19.3% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
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Question   F2RMAT_C                                Tape Pos. 500-503
--------------------                               Format: R4.2

F2RMAT_C   UNITS IN MATHEMATICS (NAEP)

Total Carnegie units in mathematics (NAEP)

                                                            PER-    WGTD
    RESPONSE                          CODES       FREQ     CENT    PCT
   ----------                       ---------    -----    -----   -----
00.00..........................       01.00        541     2.6%    3.7%
00.01 TO 00.49.................       02.00          4     0.0%    0.0%
00.50 TO 00.99.................       03.00        322     1.5%    2.3%
01.00 TO 01.99.................       04.00       1474     7.0%    9.9%
02.00 TO 02.99.................       05.00       3637    17.2%   23.0%
03.00 TO 03.99.................       06.00       5513    26.0%   32.1%
04.00 TO 04.99.................       07.00       4872    23.0%   25.4%
05.00 TO 08.33.................       08.00        737     3.5%    3.6%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                    4088    19.3% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
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Question   F2RAL1_C                                Tape Pos. 504-507
--------------------                               Format: R4.2

F2RAL1_C   UNITS IN ALGEBRA I (NAEP)

Total Carnegie units in algebra I (NAEP)

                                                            PER-    WGTD
    RESPONSE                          CODES       FREQ     CENT    PCT
   ----------                       ---------    -----    -----   -----
00.00..........................       01.00       4412    20.8%   26.7%
00.01 TO 00.49.................       02.00         30     0.1%    0.2%
00.50 TO 00.99.................       03.00        764     3.6%    4.7%
01.00 TO 01.99.................       04.00       9264    43.7%   52.9%
02.00 TO 02.99.................       05.00       2522    11.9%   14.9%
03.00 TO 03.50.................       06.00        108     0.5%    0.6%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                    4088    19.3% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
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Question   F2RAL2_C                                Tape Pos. 508-511
--------------------                               Format: R4.2

F2RAL2_C   UNITS IN ALGEBRA II (NAEP)

Total Carnegie units in algebra II (NAEP)

                                                            PER-    WGTD
    RESPONSE                          CODES       FREQ     CENT    PCT
   ----------                       ---------    -----    -----   -----
00.00..........................       01.00       9149    43.2%   56.0%
00.01 TO 00.49.................       02.00         15     0.1%    0.1%
00.50 TO 00.99.................       03.00        653     3.1%    3.8%
01.00 TO 01.99.................       04.00       6800    32.1%   37.5%
02.00 TO 02.99.................       05.00        472     2.2%    2.6%
03.00..........................       06.00         11     0.1%    0.1%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                    4088    19.3% (MISS)
                                                 -----    -----   -----
 TOTALS:                                         21188   100.0%  100.0%
```

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Question F2RGEO_C

Tape Pos. 512-515
Format: R4.2

F2RGEO_C UNITS IN GEOMETRY (NAEP)

Total Carnegie units in geometry (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	6182	29.2%	40.2%
00.01 TO 00.49	02.00	13	0.1%	0.0%
00.50 TO 00.99	03.00	697	3.3%	3.8%
01.00 TO 01.99	04.00	9962	47.0%	54.6%
02.00 TO 02.99	05.00	237	1.1%	1.2%
03.00 TO 03.99	06.00	7	0.0%	0.0%
04.00	07.00	2	0.0%	0.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RTRI_C

Tape Pos. 516-519
Format: R4.2

F2RTRI_C UNITS IN TRIGONOMETRY (NAEP)

Total Carnegie units in trigonometry (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	13904	65.6%	83.2%
00.01 TO 00.49	02.00	20	0.1%	0.1%
00.50 TO 00.99	03.00	1423	6.7%	7.2%
01.00 TO 01.99	04.00	1726	8.1%	9.4%
02.00	05.00	27	0.1%	0.1%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RPRE_C

Tape Pos. 520-523
Format: R4.2

F2RPRE_C UNITS IN PRE-CALCULUS (NAEP)

Total Carnegie units in pre-calculus (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	14246	67.2%	86.7%
00.01 TO 00.49	02.00	27	0.1%	0.1%
00.50 TO 00.99	03.00	645	3.0%	3.1%
01.00 TO 01.99	04.00	2151	10.2%	10.1%
02.00 TO 02.99	05.00	29	0.1%	0.1%
03.00 TO 03.06	06.00	2	0.0%	0.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RCAL_C

Tape Pos. 524-527
Format: R4.2

F2RCAL_C UNITS IN CALCULUS (NAEP)

Total Carnegie units in calculus (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	15176	71.6%	91.5%
00.01 TO 00.49	02.00	1	0.0%	0.0%
00.50 TO 00.99	03.00	211	1.0%	1.0%
01.00 TO 01.99	04.00	1635	7.7%	7.4%
02.00 TO 02.99	05.00	75	0.4%	0.2%
03.00 TO 03.99	06.00	1	0.0%	0.0%
04.00	07.00	1	0.0%	0.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2ROMA_C

Tape Pos. 528-531
Format: R4.2

F2ROMA_C UNITS IN OTHER MATH COURSES (NAEP)

Total Carnegie units in other mathematics courses (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	10636	50.2%	59.6%
00.01 TO 00.49	02.00	67	0.3%	0.3%
00.50 TO 00.99	03.00	1064	5.0%	6.5%
01.00 TO 01.99	04.00	3606	17.0%	22.5%
02.00 TO 02.99	05.00	1317	6.2%	8.6%
03.00 TO 03.99	06.00	350	1.7%	2.2%
04.00 TO 04.99	07.00	50	0.2%	0.3%
05.00 TO 07.33	08.00	10	0.0%	0.1%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RSCI_C

Tape Pos. 532-535
Format: R4.2

F2RSCI_C UNITS IN SCIENCE (NAEP)

Total Carnegie units in science (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	651	3.1%	4.4%
00.01 TO 00.49	02.00	12	0.1%	0.1%
00.50 TO 00.99	03.00	327	1.5%	2.9%
01.00 TO 01.99	04.00	1716	8.1%	10.7%
02.00 TO 02.99	05.00	5349	25.2%	32.7%
03.00 TO 03.99	06.00	5126	24.2%	28.8%
04.00 TO 04.99	07.00	3078	14.5%	15.8%
05.00 TO 11.00	08.00	841	4.0%	4.5%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2REAR_C

Tape Pos. 536-539
Format: R4.2

F2REAR_C UNITS IN EARTH SCIENCE (NAEP)

Total Carnegie units in earth science (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	13484	63.6%	79.2%
00.01 TO 00.49	02.00	31	0.1%	0.2%
00.50 TO 00.99	03.00	655	3.1%	3.9%
01.00 TO 01.99	04.00	2837	13.4%	16.1%
02.00 TO 02.50	05.00	93	0.4%	0.5%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RBIO_C

Tape Pos. 540-543
Format: R4.2

F2RBIO_C UNITS IN BIOLOGY (NAEP)

Total Carnegie units in biology (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	2127	10.0%	13.7%
00.01 TO 00.49	02.00	22	0.1%	0.3%
00.50 TO 00.99	03.00	776	3.7%	5.0%
01.00 TO 01.99	04.00	11133	52.5%	64.2%
02.00 TO 02.99	05.00	2811	13.3%	15.5%
03.00 TO 03.99	06.00	215	1.0%	1.2%
04.00 TO 04.99	07.00	15	0.1%	0.1%
05.00	08.00	1	0.0%	0.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

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Question   F2RCHE_C                       Tape Pos. 544-547
-------------------                       Format: R4.2

F2RCHE_C   UNITS IN CHEMISTRY (NAEP)

Total Carnegie units in chemistry (NAEP)

                                                         PER-   WGTD
     RESPONSE                        CODES      FREQ    CENT    PCT
    -----------                    ---------   -----   -----   -----
00.00...........................     01.00      8501   40.1%   53.7%
00.01 TO 00.49..................     02.00        13    0.1%    0.0%
00.50 TO 00.99..................     03.00       514    2.4%    2.8%
01.00 TO 01.99..................     04.00      7433   35.1%   40.3%
02.00 TO 02.99..................     05.00       612    2.9%    3.0%
03.00 TO 03.99..................     06.00        26    0.1%    0.1%
05.00 TO 06.00..................     08.00         1    0.0%    0.0%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                  4088   19.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0% 100.0%
```

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-------------------
Question   F2RPHY_C                       Tape Pos. 548-551
-------------------                       Format: R4.2

F2RPHY_C   UNITS IN PHYSICS (NAEP)

Total Carnegie units in physics (NAEP)

                                                         PER-   WGTD
     RESPONSE                        CODES      FREQ    CENT    PCT
    -----------                    ---------   -----   -----   -----
00.00...........................     01.00     12899   60.9%   79.0%
00.01 TO 00.49..................     02.00        15    0.1%    0.0%
00.50 TO 00.99..................     03.00       321    1.5%    1.8%
01.00 TO 01.99..................     04.00      3624   17.1%   18.2%
02.00 TO 02.99..................     05.00       231    1.1%    1.0%
03.00 TO 03.50..................     06.00        10    0.0%    0.0%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                  4088   19.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0% 100.0%
```

```
-------------------
Question   F2ROSC_C                       Tape Pos. 552-555
-------------------                       Format: R4.2

F2ROSC_C   UNITS IN OTHER SCIENCE COURSES (NAEP)

Total Carnegie units in other science courses (NAEP)

                                                         PER-   WGTD
     RESPONSE                        CODES      FREQ    CENT    PCT
    -----------                    ---------   -----   -----   -----
00.00...........................     01.00      6949   32.8%   39.4%
00.01 TO 00.49..................     02.00        48    0.2%    0.2%
00.50 TO 00.99..................     03.00      1169    5.5%    7.4%
01.00 TO 01.99..................     04.00      8138   38.4%   48.1%
02.00 TO 02.99..................     05.00       746    3.5%    4.6%
03.00 TO 03.99..................     06.00        38    0.2%    0.2%
04.00 TO 04.99..................     07.00         9    0.0%    0.1%
05.00 TO 06.00..................     08.00         3    0.0%    0.0%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                  4088   19.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0% 100.0%
```

```
-------------------
Question   F2RSOC_C                       Tape Pos. 556-559
-------------------                       Format: R4.2

F2RSOC_C   UNITS IN SOCIAL STUDIES (NAEP)

Total Carnegie units in social studies (NAEP)

                                                         PER-   WGTD
     RESPONSE                        CODES      FREQ    CENT    PCT
    -----------                    ---------   -----   -----   -----
00.00...........................     01.00       647    3.1%    4.9%
00.01 TO 00.49..................     02.00         8    0.0%    0.1%
00.50 TO 00.99..................     03.00       304    1.4%    2.2%
01.00 TO 01.99..................     04.00      1066    5.0%    6.8%
02.00 TO 02.99..................     05.00      2482   11.7%   14.6%
03.00 TO 03.99..................     06.00      7253   34.2%   41.2%
04.00 TO 04.99..................     07.00      4124   19.5%   23.6%
05.00 TO 13.50..................     08.00      1216    5.7%    6.7%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                  4088   19.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0% 100.0%
```

```
-------------------
Question   F2RHIS_C                       Tape Pos. 560-563
-------------------                       Format: R4.2

F2RHIS_C   UNITS IN HISTORY (NAEP)

Total Carnegie units in history (NAEP)

                                                         PER-   WGTD
     RESPONSE                        CODES      FREQ    CENT    PCT
    -----------                    ---------   -----   -----   -----
00.00...........................     01.00      1205    5.7%    8.2%
00.01 TO 00.49..................     02.00        16    0.1%    0.5%
00.50 TO 00.99..................     03.00       454    2.1%    3.2%
01.00 TO 01.99..................     04.00      4620   21.8%   27.5%
02.00 TO 02.99..................     05.00      8408   39.7%   47.9%
03.00 TO 03.99..................     06.00      2106    9.9%   11.5%
04.00 TO 04.99..................     07.00       255    1.2%    1.1%
05.00 TO 09.00..................     08.00        36    0.2%    0.1%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                  4088   19.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0% 100.0%
```

```
-------------------
Question   F2ROSO_C                       Tape Pos. 564-567
-------------------                       Format: R4.2

F2ROSO_C   UNITS IN OTHER SOC. STUDIES (NAEP)

Total Carnegie units in other social studies courses (NAEP)

                                                         PER-   WGTD
     RESPONSE                        CODES      FREQ    CENT    PCT
    -----------                    ---------   -----   -----   -----
00.00...........................     01.00      2159   10.2%   13.9%
00.01 TO 00.49..................     02.00        94    0.4%    0.4%
00.50 TO 00.99..................     03.00      1476    7.0%    8.4%
01.00 TO 01.99..................     04.00      8198   38.7%   46.8%
02.00 TO 02.99..................     05.00      4184   19.7%   24.6%
03.00 TO 03.99..................     06.00       829    3.9%    5.1%
04.00 TO 04.99..................     07.00       134    0.6%    0.7%
05.00 TO 07.00..................     08.00        26    0.1%    0.1%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                  4088   19.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0% 100.0%
```

```
-------------------
Question   F2RCOM_C                       Tape Pos. 568-571
-------------------                       Format: R4.2

F2RCOM_C   UNITS IN COMPUTER SCIENCE (NAEP)

Total Carnegie units in computer science/programming/data
(NAEP)

                                                         PER-   WGTD
     RESPONSE                        CODES      FREQ    CENT    PCT
    -----------                    ---------   -----   -----   -----
00.00...........................     01.00      8193   38.7%   48.1%
00.01 TO 00.49..................     02.00       244    1.2%    1.4%
00.50 TO 00.99..................     03.00      4024   19.0%   23.7%
01.00 TO 01.99..................     04.00      3845   18.1%   22.0%
02.00 TO 02.99..................     05.00       640    3.0%    3.9%
03.00 TO 03.99..................     06.00       103    0.5%    0.6%
04.00 TO 04.99..................     07.00        31    0.1%    0.2%
05.00 TO 09.50..................     08.00        20    0.1%    0.1%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                  4088   19.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0% 100.0%
```

```
-------------------
Question   F2RVAG_C                       Tape Pos. 572-575
-------------------                       Format: R4.2

F2RVAG_C   UNITS IN AGRICULTURE  (NAEP)

Total Carnegie units in agriculture (NAEP)

                                                         PER-   WGTD
     RESPONSE                        CODES      FREQ    CENT    PCT
    -----------                    ---------   -----   -----   -----
00.00...........................     01.00     15828   74.7%   92.1%
00.01 TO 00.49..................     02.00        23    0.1%    0.1%
00.50 TO 00.99..................     03.00       275    1.3%    1.6%
01.00 TO 01.99..................     04.00       460    2.2%    2.9%
02.00 TO 02.99..................     05.00       244    1.2%    1.5%
03.00 TO 03.99..................     06.00       119    0.6%    0.7%
04.00 TO 04.99..................     07.00        95    0.4%    0.6%
05.00 TO 13.50..................     08.00        56    0.3%    0.3%
 RESERVED CODES:
   NO TRANSCRIPT COLLECTED....                  4088   19.3% (MISS)
                                               -----   -----   -----
 TOTALS:                                       21188  100.0% 100.0%
```

Question F2RVBU_C

Tape Pos. 576-579
Format: R4.2

F2RVBU_C UNITS IN BUSINESS (NAEP)

Total Carnegie units in business (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	12097	57.1%	70.5%
00.01 TO 00.49	02.00	77	0.4%	0.4%
00.50 TO 00.99	03.00	1253	5.9%	7.4%
01.00 TO 01.99	04.00	2405	11.4%	14.3%
02.00 TO 02.99	05.00	746	3.5%	4.5%
03.00 TO 03.99	06.00	301	1.4%	1.6%
04.00 TO 04.99	07.00	114	0.5%	0.7%
05.00 TO 11.00	08.00	107	0.5%	0.6%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RVGN_C

Tape Pos. 580-583
Format: R4.2

F2RVGN_C UNITS IN GENERAL INTRO. VOC. (NAEP)

Total Carnegie units in general introductory vocational courses (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	13183	62.2%	76.0%
00.01 TO 00.49	02.00	35	0.2%	0.4%
00.50 TO 00.99	03.00	1221	5.8%	7.5%
01.00 TO 01.99	04.00	1947	9.2%	11.6%
02.00 TO 02.99	05.00	409	1.9%	2.6%
03.00 TO 03.99	06.00	196	0.9%	1.3%
04.00 TO 04.99	07.00	45	0.2%	0.3%
05.00 TO 10.50	08.00	64	0.3%	0.4%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RVHE_C

Tape Pos. 584-587
Format: R4.2

F2RVHE_C UNITS IN HEALTH/HUMAN RESOURCES (NAEP)

Total Carnegie units in health and human resources (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	16365	77.2%	96.1%
00.01 TO 00.49	02.00	115	0.5%	0.6%
00.50 TO 00.99	03.00	368	1.7%	1.8%
01.00 TO 01.99	04.00	140	0.7%	0.8%
02.00 TO 02.99	05.00	49	0.2%	0.4%
03.00 TO 03.99	06.00	40	0.2%	0.2%
04.00 TO 04.99	07.00	9	0.0%	0.0%
05.00 TO 10.80	08.00	14	0.1%	0.1%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RVHO_C

Tape Pos. 588-591
Format: R4.2

F2RVHO_C UNITS IN VOC. HOME ECONOMICS (NAEP)

Total Carnegie units in vocational home economics (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	15711	74.2%	91.6%
00.01 TO 00.49	02.00	39	0.2%	0.3%
00.50 TO 00.99	03.00	720	3.4%	4.1%
01.00 TO 01.99	04.00	368	1.7%	2.3%
02.00 TO 02.99	05.00	130	0.6%	0.8%
03.00 TO 03.99	06.00	61	0.3%	0.4%
04.00 TO 04.99	07.00	40	0.2%	0.3%
05.00 TO 10.00	08.00	31	0.1%	0.2%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RVMA_C

Tape Pos. 592-595
Format: R4.2

F2RVMA_C UNITS IN MARKETING/DISTRIBUTION (NAEP)

Total Carnegie units in marketing and distribution (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	16324	77.0%	95.5%
00.01 TO 00.49	02.00	16	0.1%	0.1%
00.50 TO 00.99	03.00	261	1.2%	1.6%
01.00 TO 01.99	04.00	287	1.4%	1.6%
02.00 TO 02.99	05.00	94	0.4%	0.6%
03.00 TO 03.99	06.00	82	0.4%	0.4%
04.00 TO 04.99	07.00	20	0.1%	0.1%
05.00 TO 07.00	08.00	16	0.1%	0.1%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RVTE_C

Tape Pos. 596-599
Format: R4.2

F2RVTE_C UNITS IN TECHNICAL (NAEP)

Total Carnegie units in technical (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	16831	79.4%	98.5%
00.01 TO 00.49	02.00	7	0.0%	0.2%
00.50 TO 00.99	03.00	98	0.5%	0.5%
01.00 TO 01.99	04.00	130	0.6%	0.7%
02.00 TO 02.99	05.00	21	0.1%	0.1%
03.00 TO 03.99	06.00	8	0.0%	0.0%
04.00 TO 04.99	07.00	4	0.0%	0.0%
05.00 TO 06.00	08.00	1	0.0%	0.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Question F2RVTR_C

Tape Pos. 600-603
Format: R4.2

F2RVTR_C UNITS IN TRADE AND INDUSTRY (NAEP)

Total Carnegie units in trade and industry (NAEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00.00	01.00	13379	63.1%	76.9%
00.01 TO 00.49	02.00	53	0.3%	0.3%
00.50 TO 00.99	03.00	929	4.4%	5.9%
01.00 TO 01.99	04.00	1327	6.3%	8.1%
02.00 TO 02.99	05.00	595	2.8%	3.8%
03.00 TO 03.99	06.00	342	1.6%	2.0%
04.00 TO 04.99	07.00	177	0.8%	1.1%
05.00 TO 21.99	08.00	298	1.4%	2.0%
RESERVED CODES:				
NO TRANSCRIPT COLLECTED....		4088	19.3%	(MISS)
TOTALS:		21188	100.0%	100.0%

Appendix K

NELS:88 Second Follow-Up Student Questionnaire and New Student Supplement

Note: For the user's convenience, some second follow-up questionnaire variables were recoded to facilitate using NELS:88 second follow-up data in cross-wave (NELS:88 base year and first follow-up) and cross-cohort (NELS:88 second follow-up 1992 seniors and HS&B first follow-up 1982 seniors) comparisons. These recodes generally involved the reordering of item values. Questionnaire item values appearing in this appendix reflect these recodes, as does the student questionnaire codebook that appears in Appendix J.

NORC - 4521
Form Approved
OMB No. 1850-0652
App. Exp.: 7/92

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

SECOND FOLLOW-UP

STUDENT QUESTIONNAIRE

Prepared for the U.S. Department of Education
National Center for Education Statistics

By the National Opinion Research Center (NORC)
A Social Science Research Center
at the University of Chicago

USES OF THE DATA

The data from the survey will be used by educators and by federal and state policy makers to address important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is required to protect the privacy of individuals who participate in surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
2. We are asking you these questions in order to gather information about what happens to students as they move through school and make decisions about what they are going to do after high school.
3. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can.
4. Your responses will be combined with those of other students, and the answers you give will never be identified as yours.

The public reporting burden for collection of this information is estimated to average three hours (180 minutes), including one hour for the questionnaire, one and one-half hours for the Cognitive Test, and up to one-half hour for distributing materials and giving instructions. Send comments regarding this collection of information, or any other aspect of this collection of information, to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

The purpose of this survey is to collect information that will allow teachers and educators to better understand students' various experiences in high school.

This questionnaire is not a test. We hope you will answer each question truthfully, because we need your answer. You may skip any question you do not wish to answer.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

A. CIRCLE ONE

What is the color of your eyes?

(CIRCLE ONE)

Brown	1
Blue	2
Green	[✓ 3]
Another color	4

If the color of your eyes is green, you would circle the number 3 as shown.

B. CIRCLE ONE ON EACH LINE

Do you plan to do any of the following next week?

(CIRCLE ONE ON EACH LINE)

	Yes	Not sure	No
a. Rent a Videotape . . .	1	2	[✓ 3]
b. Go to a baseball game . . .	1	[✓ 2]	3
c. Study at a friend's house	[✓ 1]	2	3

If you do not plan to rent a videotape, are not sure about going to a baseball game next week, and plan to study at a friend's house, you would circle one item on each line as shown.

C. (QUESTION WITH A SKIP)

a. Do you ever eat chocolate?

(CIRCLE ONE CATEGORY)

Yes . . . . 1 -- **Go to b**

No . . . . 2 -- **Skip to c**

b. Do you always brush your teeth after eating chocolate? ←

(CIRCLE ONE CATEGORY)

Yes 1

No 2

c. Last week, did you do any of the following? ←

(CIRCLE ONE ON EACH LINE)

	Yes	No
Saw a play	1	2
Went to a movie	1	2
Attended a sporting event	1	2

I. ADDRESS INFORMATION

1. **Please print your name, address, and telephone number.**

☐ **NAME:**

________________ __________ __________

Last First Middle

ADDRESS: ____________________________________

Number Street

____

Apartment Number

________________ __________ ________________

City State Zip Code

TELEPHONE: (______)____________________ I do not have

Area Code Telephone Number a telephone 1

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT, GUARDIAN, OR STEPPARENT WITH WHOM YOU LIVE MOST OF THE TIME.

2A. **Is your mother's address and telephone number the same as yours?**

☐

(CIRCLE ONE)

No . . . . 1 **(GO TO 2B)**

Yes . . . . 2 **(SKIP TO QUESTION 2C ON PAGE 2)**

My mother is no longer living . . . . . . 3 **(SKIP TO QUESTION 3A ON PAGE 2)**

2B. **Please fill in your mother's name and address in the space below. If you have both a mother and a female guardian, write in the name of the one you live with most of the time.**

☐

NAME:

________________ __________ __________

Last First Middle

ADDRESS: ____________________________________

Number Street

____

Apartment Number

________________ __________ ________________

City State Zip Code

TELEPHONE: (______)____________________ She does not have

Area Code Telephone Number a telephone 1

2C. What is your mother's work phone number?

☐

TELEPHONE: (______)______________________
Area Code Telephone Number

She does not work 1

I don't know the phone number 2

3A. Is your father's address and telephone number the same as yours?

☐

(MARK ONE)

No . . . . 1 **(GO TO QUESTION 3B)**

Yes . . . . 2 **(SKIP TO QUESTION 3C)**

My father is no longer living . . . . 3 **(SKIP TO QUESTION 4A ON PAGE 3)**

3B. **Please fill in your father's name and address in the space below. If you have both a father and a male guardian, write in the name of the one you live with most of the time.**

NAME:

______________________ ______________________________
Last First Middle

ADDRESS: ____
Number Street

____
Apartment Number

____________________ ___________________________
City State Zip Code

TELEPHONE: (______)______________________ He does not have
Area Code Telephone Number a telephone 1

3C. What is your father's work phone number?

☐

TELEPHONE: (______)______________________
Area Code Telephone Number

He does not work 1

I don't know the phone number 2

4A. ☐ **Please write in the name, address, and telephone number of a relative or close friend who does not live with you and who will always know how to contact you.**

NAME:

____________ Last ____________ First ____________ Middle

ADDRESS: ____________ Number ____________ Street

____________ Apartment Number

____________ City ____________ State ____________ Zip Code

TELEPHONE: (______) Area Code ____________ Telephone Number

He/She does not have a telephone 1

4B. **What is your relationship to this person?**

(CIRCLE ONE)

A close friend	1
A relative	2

II. YOUR SCHOOL EXPERIENCES AND ACTIVITIES

5A. **What is today's date?**

(WRITE IN BELOW)

|__|__| **Month** |__|__| **Day** **19** |__|__| **Year**

QUESTION 5B, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, IS VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

5B. **What is your social security number?** **(WRITE IN NUMBER BELOW)**

☐

☐☐☐ - ☐☐ - ☐☐☐☐

6A. **What grade are you in?**

☐

(CIRCLE ONE)

9th grade	1	
10th grade	2	
11th grade	3	
12th grade	4	
Already completed high school	5	**(SKIP TO QUESTION 114, EARLY GRADUATE SUPPLEMENT, PAGE 70)**

6B. **When you complete your current school program, which of the following are you most likely to receive?**

(CIRCLE ONE)

High school diploma	1
GED certificate	2
Other equivalency certificate	3
Other **(WRITE IN BELOW)**	4

____

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7. **How much do you agree with each of the following statements about your current school and teachers?**

(CIRCLE ONE ON EACH LINE)

		Strongly agree	Agree	Disagree	Strongly disagree
a.	There is real school spirit	1	2	3	4
b.	Students make friends with students of other racial and ethnic groups	1	2	3	4
c.	The teaching is good	1	2	3	4
d.	Teachers are interested in students	1	2	3	4
e.	I don't feel safe at this school	1	2	3	4
f.	Disruptions by other students get in the way of my learning	1	2	3	4
g.	Fights often occur between different racial or ethnic groups	1	2	3	4
h.	There are many gangs in school	1	2	3	4
i.	Students are graded fairly	1	2	3	4
j.	There is a lot of cheating on tests and assignments	1	2	3	4
k.	Some teachers ignore cheating when they see it	1	2	3	4
l.	Discipline is fair	1	2	3	4

8. In the first semester or term of the current school year, how many times did any of the following things happen to you?

(CIRCLE ONE ON EACH LINE)

		Never	Once or twice	More than twice
a.	I had something stolen from me at school	0	1	2
b.	Someone offered to sell me drugs at school	0	1	2
c.	Someone offered to sell me drugs on the way to or from school	0	1	2
d.	Someone threatened to hurt me at school	0	1	2
e.	Someone threatened to hurt me on the way to or from school	0	1	2
f.	I got into a physical fight at school	0	1	2
g.	I got into a physical fight on the way to or from school	0	1	2

9. **How many times did the following things happen to you in the first semester or term of the current school year?**

(CIRCLE ONE ON EACH LINE)

		Never	**1-2 times**	**3-6 times**	**7-9 times**	**10-15 times**	**Over 15 times**
a.	I was late for school	0	... 1	... 2	 3	... 4	... 5
b.	I cut or skipped classes ...	0	... 1	... 2	 3	... 4	... 5
c.	I missed a day of school ...	0	... 1	... 2	 3	... 4	... 5
d.	I got in trouble for not following school rules	0	... 1	... 2	 3	... 4	... 5
e.	I was put on an in-school suspension	0	... 1	... 2	 3	... 4	... 5
f.	I was suspended or put on probation from school	0	... 1	... 2	 3	... 4	... 5
g.	I was transferred to another school for disciplinary reasons	0	... 1	... 2	 3	... 4	... 5
h.	I was arrested	0	... 1	... 2	 3	... 4	... 5
i.	I spent time in a juvenile home/detention center	0	... 1	... 2	 3	... 4	... 5

10. **Here are some reasons other people have given for being absent from school. What was the main reason for your last absence from school?**

(CIRCLE ONE)

a. I had to care for a member of my family or a close friend 01

b. I was sick 02

c. I was out of town with my family 03

d. I didn't feel like going to school 04

e. I was worried about my safety going to or in school 05

f. I had to get a job to help my family 06

g. I had problems with a teacher or other adult in school 07

h. I had problems with another student or group of students 08

i. I wanted to spend time with my friends who are not in school 09

j. I wasn't prepared for a test or class assignment 10

k. I couldn't keep up with my school work 11

l. I felt I didn't belong at school 12

m. I don't remember 13

n. I had a medical/dental appointment 14

11A. **When was your last unexcused absence from high school, if any?**

(CIRCLE ONE)

a. I have never had an unexcused 0 absence from high school .... 1 **(SKIP TO QUESTION 12A ON PAGE 10)**

b. This current school semester or term .... 2 **(GO TO QUESTION 11B ON PAGE 10)**

c. The first semester or term of this school year .... 3 **(GO TO QUESTION 11B ON PAGE 10)**

d. Last school year .... 4 **(GO TO QUESTION 11B ON PAGE 10)**

e. Two or more school years ago .... 5 **(GO TO QUESTION 11B ON PAGE 10)**

11B. **During your last unexcused absence, how many days of school did you miss?**

(CIRCLE ONE)

a.	1 or 2 days	0
b.	3 or 4 days	1
c.	5 to 10 days	2
d.	11 to 15 days	3
e.	16 to 20 days	4
f.	21 or more days	5

12A. **Which of the following best describes your present high school program?**

☐

(CIRCLE ONE)

A.	General high school program	01
B.	College prep, academic, or specialized academic (such as Science or Math)	02
C.	Vocational, technical, or business and career	
	Industrial arts/Technology education	03
	Agricultural occupations	04
	Business or office occupations	05
	Marketing or Distributive education	06
	Health occupations	07
	Home economics occupations	08
	Consumer and homemaking education	09
	Technical occupations	10
	Trade or industrial occupations	11
D.	Other specialized high school program (such as Fine Arts)	12
E.	Special Education Program	13
F.	I don't know	14
G.	Alternative, Stay-in-School, or Dropout Prevention Program	15

12B. **How did you get into this program?**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	I was assigned	1	2
b.	I chose it after talking to my counselor or teacher	1	2
c.	I chose it after talking to my parents	1	2
d.	I chose it after talking to my friends	1	2
e.	I chose it myself-- did not consult anyone	1	2
f.	This is the only program at my school	1	2

13. **Have you ever been in any of the following kinds of courses or programs in high school?**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Remedial English (sometimes called basic or essential)	1	2
b.	Remedial mathematics (sometimes called basic or essential)	1	2
c.	Bilingual or bicultural program/courses	1	2
d.	English as a Second Language program	1	2
e.	Advanced placement program	1	2
f.	Special program for the educationally handicapped	1	2
g.	Special program for the physically handicapped	1	2
h.	Stay-in-school/dropout prevention program	1	2
i.	A vocational course located at an area vocational school	1	2
j.	A program for the gifted and talented	1	2
k.	A specialized magnet program (in a separate school or within a larger comprehensive high school)	1	2

14A. **Talent Search and Upward Bound are programs that help economically disadvantaged high school students to prepare for entering and succeeding in college. At any time during high school have you participated in these programs or a similar program?**

(CIRCLE ONE)

Yes	1	**(GO TO QUESTION 14B)**
No	2	**(SKIP TO QUESTION 15A)**

14B. **Please circle the years during which you participated in Talent Search, Upward Bound, or a similar program.**

(CIRCLE ALL THAT APPLY ON EACH LINE)

	Freshman	Sophomore	Junior	Senior	Did not participate
a. Talent Search	1	1	1	1	1
b. Upward Bound	1	1	1	1	1
c. Other, similar program	1	1	1	1	1

15A. **Are you taking or have you taken a SCIENCE class in the last two years?**

(CIRCLE ONE)

Yes	1	**(GO TO QUESTION 15B ON PAGE 13)**
No	2	**(SKIP TO QUESTION 18D ON PAGE 16)**

IF YOU ARE TAKING OR MOST RECENTLY TOOK TWO SCIENCE CLASSES AT THE SAME TIME, CHOOSE ONE AND ANSWER QUESTIONS 15B THROUGH 17 AND 18B AND 18C CONSISTENTLY FOR ONLY THAT ONE CLASS.

15B. In your current or most recent SCIENCE class, how often do/did you ...

(CIRCLE ONE ON EACH LINE)

		Never/ very rarely	1-2 times a month	1-2 times a week	Almost every day	Every day
a.	Review the work from the previous day?	1	2	3	4	5
b.	Listen to the teacher lecture?	1	2	3	4	5
c.	Copy the teacher's notes from the blackboard?	1	2	3	4	5
d.	Use calculators?	1	2	3	4	5
e.	Watch the teacher demonstrate an experiment or lead you in observations?	1	2	3	4	5
f.	Do an experiment or observation individually or in small groups?	1	2	3	4	5
g.	Use a book or other written instructions that show you how to do an experiment?	1	2	3	4	5
h.	Write up reports on experiments or observations?	1	2	3	4	5
i.	Use computers for collecting and/or analyzing data?	1	2	3	4	5
j.	Make your own choice of science topic or problem to study?	1	2	3	4	5

15B. **(Cont.) In your current or most recent SCIENCE class, how often do/did you ...**

		Never/ very rarely	1-2 times a month	1-2 times a week	Almost every day	Every day
k.	Design and conduct experiments or projects on your own?	1	2	3	4	5
l.	Discuss career opportunities in scientific and technological fields?	1	2	3	4	5

16. **In your current or most recent SCIENCE class, how much emphasis does/did the teacher place on the following objectives?**

(CIRCLE ONE ON EACH LINE)

		None	Minor emphasis	Moderate emphasis	Major emphasis
a.	Increasing your interest in science	1	2	3	4
b.	Learning and memorizing scientific facts, rules, and principles	1	2	3	4
c.	Preparing you for further study in science	1	2	3	4
d.	Thinking about what a problem means and the ways it might be solved	1	2	3	4
e.	Showing you the importance of science in daily life	1	2	3	4

17. **In your current or most recent SCIENCE class, how often do/did you do the following:**

(CIRCLE ONE ON EACH LINE)

		Never	Rarely	Some-times	Often	Always
a.	Pay attention in class	1	2	3	4	5
b.	Complete your work on time	1	2	3	4	5
c.	Do more work than was required of you	1	2	3	4	5
d.	Participate actively in class	1	2	3	4	5

18A. **Are you taking a science class this term?**

(CIRCLE ONE)

Yes, because it's required	1	**(GO TO QUESTION 18B)**
Yes, but it's not required	2	**(GO TO QUESTION 18B)**
No	3	**(SKIP TO QUESTION 18D ON PAGE 16)**

18B. **How important was each of the following people in your decision to take the science course you are taking this term? If one of these people did not advise you about taking this science course, mark the box in the "Does not apply" column for that person.**

(MARK ONE ON EACH LINE)

		Not at all important		Somewhat important		Very important	Does not apply
		0	1	2	3	4	5
a.	Your teacher(s)	☐	☐	☐	☐	☐	☐
b.	Your guidance counselor	☐	☐	☐	☐	☐	☐
c.	Your parent(s)	☐	☐	☐	☐	☐	☐
d.	Your friend(s)	☐	☐	☐	☐	☐	☐
e.	Your brother(s) or sister(s)	☐	☐	☐	☐	☐	☐

18C. **Listed below are some of the reasons other people have given for taking a science class.**

Please rate these reasons in terms of how important they were to you in deciding to take the science course you are taking this term, from "not at all important" (1) to "very important" (5). If a reason does not apply to you, mark only the box in the "Does not apply" column for that reason.

(MARK ONE ON EACH LINE)

		Not at all important		**Somewhat important**	**Very important**		**Does not apply**
		0	1	2	3	4	5
a.	I am interested in science	☐	☐	☐	☐	☐	☐
b.	I do well in science	☐	☐	☐	☐	☐	☐
c.	I need it for college or trade school	☐	☐	☐	☐	☐	☐
d.	I need it for a job after high school	☐	☐	☐	☐	☐	☐
e.	I am taking it to earn advanced placement credits for college **(Now skip to question 19A)**	☐	☐	☐	☐	☐	☐

18D. **Do any of the following sentences describe why you are not taking a science class this term?**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	It was not required for high school graduation	1	2
b.	It was not required for college or vocational/trade school admission	1	2
c.	I am not interested in science	1	2
d.	I don't do well in science	1	2
e.	A teacher recommended that I not take a science class this term	1	2
f.	A counselor recommended that I not take a science class this term	1	2
g.	I don't know	1	2

19A. Are you taking or have you taken a MATHEMATICS class in the last two years?

(CIRCLE ONE)

Yes .... 1 **(GO TO QUESTION 19B)**

No .... 2 **(SKIP TO QUESTION 22D ON PAGE 20)**

19B. In your current or most recent MATHEMATICS class, how often do/did you ...

(CIRCLE ONE ON EACH LINE)

		Never/ very rarely	**1-2 times a month**	**1-2 times a week**	**Almost every day**	**Every day**
a.	Review the work from the previous day?	1	2	3	4	5
b.	Listen to teacher lecture?	1	2	3	4	5
c.	Copy the teacher's notes from the blackboard?	1	2	3	4	5
d.	Use books other than text books?	1	2	3	4	5
e.	Do word problems or problem-solving activities?	1	2	3	4	5
f.	Use calculators?	1	2	3	4	5
g.	Use computers?	1	2	3	4	5
h.	Explain your work to the class orally?	1	2	3	4	5
i.	Participate in student-led discussions?	1	2	3	4	5
j.	Use hands-on materials or models?	1	2	3	4	5
k.	Discuss career opportunities in scientific and technological fields?	1	2	3	4	5
l.	Write about mathematics?	1	2	3	4	5

20. In your current or most recent MATHEMATICS class, how much emphasis does/did your teacher place on each of the following objectives?

(CIRCLE ONE ON EACH LINE)

	None	Minor emphasis	Moderate emphasis	Major emphasis
a. Increasing your interest in mathematics	0	1	2	3
b. Learning and memorizing facts, rules, and steps	0	1	2	3
c. Preparing you for further study in math	0	1	2	3
d. Thinking about what a problem means and ways it might be solved	0	1	2	3
e. Showing you the importance of mathematics in daily life	0	1	2	3

21. In your current or most recent MATHEMATICS class, how often do/did you...

(CIRCLE ONE ON EACH LINE)

	Never	Rarely	Sometimes	Often	Always
a. Pay attention in class?	1	2	3	4	5
b. Complete your work on time?	1	2	3	4	5
c. Do more work than was required of you?	1	2	3	4	5
d. Participate actively in class?	1	2	3	4	5

22A. Are you taking a mathematics class this term?

(CIRCLE ONE)

Yes, because it's required .... 1 **(GO TO QUESTION 22B ON PAGE 19)**
Yes, but it's not required .... 2 **(GO TO QUESTION 22B ON PAGE 19)**
No .... 3 **(SKIP TO QUESTION 22D ON PAGE 20)**

22B. **How important was each of the following people in your decison to take the math course you are taking this term [illegible] one of these people did not advise you about taking this math course, mark the box in the "Does not apply" column for that person.**

(MARK ONE ON EACH LINE)

		Not at all important		Somewhat important		Very important	Does not apply
		0	1	2	3	4	5
a.	Your teacher(s)	☐	☐	☐	☐	☐	☐
b.	Your guidance counselor	☐	☐	☐	☐	☐	☐
c.	Your parent(s)	☐	☐	☐	☐	☐	☐
d.	Your friend(s)	☐	☐	☐	☐	☐	☐
e.	Your brother(s) or sister(s)	☐	☐	☐	☐	☐	☐

22C. **Listed below are some of the reasons other people have given for taking a mathematics course.**

Please rate these reasons in terms of how important they were to you in deciding to take the mathematics course you are taking this term from "not at all important" (1) to "very important" (5). If a reason does not apply to you, mark only the box in the "Does not apply" column for that reason.

(MARK ONE ON EACH LINE)

	Not at all important		**Somewhat important**		**Very important**	**Does not apply**
	0	**1**	**2**	**3**	**4**	**5**
a. I am interested in mathematics	☐	☐	☐	☐	☐	☐
b. I do well in mathematics	☐	☐	☐	☐	☐	☐
c. I need it for college or trade school	☐	☐	☐	☐	☐	☐
d. I need it for a job after high school	☐	☐	☐	☐	☐	☐
e. I am taking it to earn advanced placement credits for college **(Now skip to question 23A on page 21)**	☐	☐	☐	☐	☐	☐

22D. **Do any of the following sentences describe why you are not taking a mathematics class this term?**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**
a. It was not required for high school graduation	1	2
b. It was not required for college or vocational/trade school admission	1	2
c. I am not interested in mathematics	1	2
d. I don't do well in mathematics	1	2
e. A teacher recommended that I not take a mathematics class this term	1	2
f. A counselor recommended that I not take a mathematics class this term	1	2
g. I don't know	1	2

23A. Have you taken a VOCATIONAL/TECHNICAL class in the last two years? Some examples of vocational/technical classes are: Home Economics, Business and Office Skills, and Auto Mechanics.

(CIRCLE ONE)

Yes .... 1 **(GO TO QUESTION 23B)**

No .... 2 **(SKIP TO QUESTION 24 ON PAGE 22)**

IF YOU ARE TAKING OR MOST RECENTLY TOOK TWO OR MORE VOCATIONAL/TECHNICAL CLASSES AT THE SAME TIME, CHOOSE ONE AND ANSWER QUESTION 23B FOR ONLY THAT ONE CLASS.

23B. In your current or most recent VOCATIONAL/TECHNICAL class, how much emphasis does/did your teacher place on the following objectives?

(CIRCLE ONE ON EACH LINE)

	None	Minor emphasis	Moderate emphasis	Major emphasis
a. Increasing your interest in that subject area	0	1	2	3
b. Teaching you skills you can use immediately	0	1	2	3
c. Teaching you facts, rules, and steps	0	1	2	3
d. Helping you understand how scientific ideas and mathematics are used in work	0	1	2	3
e. Thinking about what a problem means and the ways it might be solved	0	1	2	3
f. Helping you to understand mathematical and scientific ideas through the use of tools, machines, lab equipment, etc.	0	1	2	3
g. Preparing you for further study in vocational education	0	1	2	3

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24. **How often do you come to class WITHOUT these things?**

(CIRCLE ONE ON EACH LINE)

	Usually	**Often**	**Seldom**	**Never**
a. Pencil or paper	1	2	3	4
b. Books	1	2	3	4
c. Your homework done	1	2	3	4

25. **In the following subjects and overall, about how much time do you spend on homework EACH WEEK, both in and out of school?**

☐

a. **Time spent on *mathematics* homework each week**

(CIRCLE ONE IN EACH COLUMN)

	In school each week	**Out of school each week**
None	00	00
Less than 1 hour	01	01
1-3 hours	02	02
4-6 hours	03	03
7-9 hours	04	04
10-12 hours	05	05
13-15 hours	06	06
Over 15 hours	07	07
Not taking mathematics	08	08

b. **Time spent on *science* homework each week**

(CIRCLE ONE IN EACH COLUMN)

	In school each week	**Out of school each week**
None	00	00
Less than 1 hour	01	01
1-3 hours	02	02
4-6 hours	03	03
7-9 hours	04	04
10-12 hours	05	05
13-15 hours	06	06
Over 15 hours	07	07
Not taking science	08	08

25. **(Cont.) In the following subjects and overall, about how much time do you spend on homework EACH WEEK, both in and out of school?**

c. **Time spent on *English* homework each week**

(CIRCLE ONE IN EACH COLUMN)

	In school each week	**Out of school each week**
None	00	00
Less than 1 hour	01	01
1-3 hours	02	02
4-6 hours	03	03
7-9 hours	04	04
10-12 hours	05	05
13-15 hours	06	06
Over 15 hours	07	07
Not taking English	08	08

d. **Time spent on *history/social studies* homework each week**

(CIRCLE ONE IN EACH COLUMN)

	In school each week	**Out of school each week**
None	00	00
Less than 1 hour	01	01
1-3 hours	02	02
4-6 hours	03	03
7-9 hours	04	04
10-12 hours	05	05
13-15 hours	06	06
Over 15 hours	07	07
Not taking history/social studies	08	08

25. **(Cont.) In the following subjects and overall, about how much time do you spend on homework EACH WEEK, both in and out of school?**

e. Time spent on homework for *all other subjects* each week

(CIRCLE ONE IN EACH COLUMN)

	In school each week	**Out of school each week**
None	00	00
Less than 1 hour	01	01
1-3 hours	02	02
4-6 hours	03	03
7-9 hours	04	04
10-12 hours	05	05
13-15 hours	06	06
Over 15 hours	07	07

f. *Total* time spent on homework each week

(CIRCLE ONE IN EACH COLUMN)

	In school each week	**Out of school each week**
None	00	00
Less than 1 hour	01	01
1-3 hours	02	02
4-6 hours	03	03
7-9 hours	04	04
10-12 hours	05	05
13-15 hours	06	06
16-20 hours	07	07
Over 20 hours	08	08

26. **Please indicate the kinds of people who helped you with homework, other than your parents, during the last two years.**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	A teacher at your school	1	2
b.	An individual outside the school who charges a fee	1	2
c.	A peer tutor, for example, a student who is identified by the school as a qualified tutor	1	2
d.	Your brother/sister	1	2
e.	A classmate or friend	1	2
f.	Other person (WRITE IN BELOW)	1	2

____

27. **Have you taken a minimum competency or proficiency test that is required for high school graduation?**

(CIRCLE ONE)

Yes, I have taken it more than once	1	**(GO TO QUESTION 28)**
Yes, I have taken it once	2	**(GO TO QUESTION 28)**
No, but it is required	3	**(SKIP TO QUESTION 29)**
No, my school does not require such a test	4	**(SKIP TO QUESTION 29)**
Don't know	5	**(SKIP TO QUESTION 29)**

28. **Did you pass, fail, or don't you know the results yet of the most *recent* competency or proficiency test?**

(CIRCLE ONE)

Passed	1
Failed	2
Don't know results yet	3

29. Some students are recognized by their school or community. In the first half of the school year, did you win any of the following awards or were you recognized for doing well or participating in certain activities?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Elected officer of a school class	1	2
b.	Won an academic honor	1	2
c.	Participated in a science or math fair	1	2
d.	Received special recognition for good attendance	1	2
e.	Received special recognition for good grades or honor roll	1	2
f.	Received special recognition for writing an essay or poem	1	2
g.	Named most valuable player on a sports team	1	2
h.	Received a community service award	1	2
i.	Participated in vocational/technical skills competition	1	2

30A. Please circle one response for EACH type of interscholastic sport/activity in which you have participated THIS SCHOOL YEAR. (INTERSCHOLASTIC means your school's team competes with other schools' teams.) Circle the highest number that applies on each line.

(CIRCLE THE HIGHEST NUMBER THAT APPLIES ON EACH LINE)

		School does not have	Did not partici-pate	Participated on a junior varsity team	Participated on a varsity team	Participated as a captain/co-captain on any team
a.	A team sport (baseball, basketball, football, soccer, hockey, etc.)	1	2	3	4	5
b.	An individual sport (cross-country, gymnastics, golf, tennis, track, wrestling, ect.)	1	2	3	4	5
c.	Cheerleading, pompon, drill team	1	2	3	4	5

30B. **Please mark one for each activity in which you have participated THIS SCHOOL YEAR. Circle the highest number that applies on each line.**

CLUBS, SCHOOL GROUPS, INTRAMURAL SPORTS

(CIRCLE THE HIGHEST NUMBER THAT APPLIES ON EACH LINE)

		School does not have	**Did not participate**	**Participated**	**Participated as an officer/ leader**
a.	Band, orchestra, chorus, choir, or other music group	1	2	3	4
b.	Drama club, school play or musical	1	2	3	4
c.	Student government	1	2	3	4
d.	National Honor Society, other academic honor society	1	2	3	4
e.	School yearbook, newspaper, or literary magazine	1	2	3	4
f.	Service clubs (American Field Service [AFS], Key Club, etc.)	1	2	3	4
g.	Academic clubs (Art, Computer, Engineering, Debate/Forensics, Foreign languages, Science, Math, Psychology, Philosophy Club, etc.)	1	2	3	4
h.	Hobby clubs (photography, chess, etc.)	1	2	3	4
i.	Future Teachers of America, Future Homemakers of America, Future Farmers of America or other vocational education or professional clubs	1	2	3	4
j.	An intramural team sport (baseball, basketball, football, soccer, hockey, etc.)	1	2	3	4
k.	An intramural individual sport (cross-country, gymnastics, golf, tennis, track, wrestling, swimming, etc.)	1	2	3	4

31. **In a typical week, how much total time do you spend on all SCHOOL-SPONSORED extracurricular activities (sports, clubs, or other activities)?**

(CIRCLE ONE)

None	00
Less than 1 hour per week	01
1 - 4 hours per week	02
5 - 9 hours per week	03
10 - 14 hours per week	04
15 - 19 hours per week	05
20 - 24 hours per week	06
25 hours or more per week	07

32. **How much additional reading do you do each week on your own outside of school-- *not* in connection with school work? (Do not count any school-assigned reading.)**

(CIRCLE ONE)

None	00
1 hour or less per week	01
2 hours	02
3 hours	03
4-5 hours	04
6-7 hours	05
8-9 hours	06
10 or more hours a week	07

33. **How often do you spend time on the following activities not sponsored by your school?**

(CIRCLE ONE ON EACH LINE)

		Never/ rarely	**Less than once a week**	**Once or twice a week**	**Every day or almost every day**
a.	Using personal computers, not including school-related work or video/computer games	1	2	3	4
b.	Working on hobbies, arts, or crafts on your own	1	2	3	4
c.	Participating in religious activities	1	2	3	4
d.	Participating in youth groups or recreational sports programs	1	2	3	4
e.	Doing volunteer or community service	1	2	3	4
f.	Driving or riding around (alone or with friends)	1	2	3	4
g.	Talking or doing things with your friends	1	2	3	4
h.	Talking or doing things with your mother or father	1	2	3	4
i.	Talking or doing things with other adults	1	2	3	4
j.	Taking classes (music, art, language, dance) not sponsored by your school	1	2	3	4
k.	Taking sports lessons	1	2	3	4
i.	Participating in sports (not sponsored by your school)	1	2	3	4

34. **During the school year, how many hours a day do you USUALLY play video or computer games, such as Nintendo? ANSWER IN COLUMNS A AND B BELOW.**

	(CIRCLE ONE) **A** **On weekdays**	**(CIRCLE ONE)** **B** **On weekend days**
Don't play video/computer games	00	00
Less than 1 hour a day	01	01
1 hour or more, less than 2	02	02
2 hours or more, less than 3	03	03
3 hours or more, less than 5	04	04
5 hours or more a day	05	05

35. **During the school year, how many hours a day do you USUALLY watch TV or videotapes? ANSWER IN COLUMNS A AND B BELOW.**

	(CIRCLE ONE) **A** **On weekdays**	**(CIRCLE ONE)** **B** **On weekend days**
Don't watch TV	00	00
Less than 1 hour a day	01	01
1 hour or more, less than 2	02	02
2 hours or more, less than 3	03	03
3 hours or more, less than 5	04	04
5 hours or more a day	05	05

36. **Congress is considering several types of national youth service programs.**

If there were a program of required two-year service after high school, which of the following would you most likely do?

	(CIRCLE ONE)
Military service with educational benefits afterwards (such as scholarships for veterans)	1
Community service (such as work in hospitals, Peace Corps, forest service) with educational benefits afterwards	2
I don't know	3

37. During the past two years (from January 1, 1990 to the present), have you performed any unpaid volunteer or community service work (through such organizations as Little League, scouts, service clubs, church groups, school groups or social action groups)?

(CIRCLE ONE)

Yes . . . . 1 **(GO TO QUESTION 38)**

No . . . . 2 **(SKIP TO QUESTION 40 ON PAGE 32)**

38. For all the types of unpaid volunteer work you have done, was any of it....

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Strictly voluntary?	1	2
b.	Court ordered?	1	2
c.	Required for one of your classes?	1	2
d.	Required for other reasons?	1	2
e.	Strongly encouraged by someone else?	1	2

39. Which of the following types of organizations are/were you involved with in your unpaid volunteer or community service work?

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	A youth organization, such as coaching Little League or helping out with scouts	1	2
b.	Service organizations, such as Big Brother or Sister	1	2
c.	Political clubs or organizations	1	2
d.	Church or church-related groups (not including worship services)	1	2
e.	Community centers, neighborhood improvement, or social-action associations or groups	1	2
f.	Organized volunteer group in a hospital or nursing home	1	2
g.	Education organizations	1	2
h.	A conservation, recycling, or environmental group such as the Sierra Club or the Nature Conservancy	1	2

III. YOUR PLANS FOR THE FUTURE

40. **How important is each of the following to you in your life?**

☐

(CIRCLE ONE ON EACH LINE)

		Not important	Somewhat important	Very important
a.	Being successful in my line of work	1	2	3
b.	Finding the right person to marry and having a happy family life	1	2	3
c.	Having lots of money	1	2	3
d.	Having strong friendships	1	2	3
e.	Being able to find steady work	1	2	3
f.	Helping other people in my community	1	2	3
g.	Being able to give my children better opportunities than I've had	1	2	3
h.	Living close to parents and relatives	1	2	3
i.	Getting away from this community	1	2	3
j.	Working to correct social and economic inequalities	1	2	3
k.	Having children	1	2	3
l.	Having leisure time to enjoy my own interests	1	2	3
m.	Getting away from my parents	1	2	3
n.	Becoming an expert in my field of work	1	2	3
o.	Getting a good education	1	2	3

41. **What do the following people think is the most important thing for you to do right after high school?**

(CIRCLE ONE OPTION ON EACH LINE)

		Does not Apply	**Go to College**	**Get a full-time job**	**Enter a trade school or an apprenticeship program**	**Enter military service**	**Get married**	**They think I should do what I want**	**They don't care**	**I don't know**
a.	Your father	01	02	03	04	05	06	07	08	09
b.	Your mother	01	02	03	04	05	06	07	08	09
c.	Your friends	01	02	03	04	05	06	07	08	09
d.	A relative whose advice you value	01	02	03	04	05	06	07	08	09
e.	School counselor	01	02	03	04	05	06	07	08	09
f.	Your favorite teacher	01	02	03	04	05	06	07	08	09
g.	Coach	01	02	03	04	05	06	07	08	09

42. **How far in school do you think your father and your mother want you to go? (BE SURE TO ANSWER BOTH A AND B BELOW FOR PARENTS WITH WHOM YOU LIVE OR WITH WHOM YOU HAVE REGULAR CONTACT).**

IN EACH COLUMN, CIRCLE THE ONE HIGHEST NUMBER THAT APPLIES

	A. Father (or male guardian)	**B. Mother (or female guardian)**
Does not apply	00	00
Less than high school graduation	01	01
High school graduation only	02	02
VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL		
Less than two years of school	03	03
Two years or more of school	04	04
A degree from a vocational, trade, or business school	05	05
COLLEGE PROGRAM		
Less than two years of college	06	06
Two or more years of college (including two-year degree)	07	07
Finish college (four- or five-year degree)	08	08
GRADUATE OR PROFESSIONAL SCHOOL		
Master's degree or equivalent	09	09
Ph.D., M.D., or other professional degree	10	10
Don't know	11	11

43. As things stand now, how far in school do you think you will get?

☐

(CIRCLE THE ONE HIGHEST NUMBER THAT APPLIES)

Less than high school graduation 01

High school graduation only 02

VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL

Less than two years of school 03

Two years or more of school 04

A degree from a vocational, trade, or business school 05

COLLEGE PROGRAM

Less than two years of college 06

Two or more years of college (including two-year degree) 07

Finish college (four- or five-year degree) 08

GRADUATE OR PROFESSIONAL SCHOOL

Master's degree or equivalent 09

Ph.D., M.D., or other professional degree 10

Don't know 11

44. Have you taken or are you planning to take any of the following tests this year?

☐

(PLEASE ANSWER ON EACH LINE)

		I haven't thought about it	**No, I don't plan to take**	**Yes, I've already taken it**	**Yes, I plan to take it this year**	**When did you most recently take or when do you plan to take the test?**
a.	Pre-SAT test	1	2	3	4	|_|_| |_|_| MO YR
b.	College Board Scholastic Aptitude Test (SAT)	1	2	3	4	|_|_| |_|_| MO YR
c.	American College Testing test (ACT)	1	2	3	4	|_|_| |_|_| MO YR
d.	Advanced Placement (AP) test	1	2	3	4	|_|_| |_|_| MO YR
e.	Armed Services Vocational Aptitude Battery (ASVAB)	1	2	3	4	|_|_| |_|_| MO YR
f.	Other admissions test	1	2	3	4	|_|_| |_|_| MO YR

45. **To prepare for the SAT and/or ACT, did you or do you plan to do any of the following?**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Take a special course at your high school	1	2
b.	Take a course offered by a commercial test preparation service	1	2
c.	Receive private one-to-one tutoring	1	2
d.	Study from test preparation books	1	2
e.	Use a test preparation video tape	1	2
f.	Use a test preparation computer program	1	2

46. **How will you spend this summer (1992)? Will you...**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Work part-time?	1	2
b.	Work full-time?	1	2
c.	Take some high school courses ?	1	2
d.	Take some college courses?	1	2

47. **Do you feel that you have enough skills right now for the job or career that you see yourself holding 5 years from now?**

(CIRCLE ONE)

No, I will need additional job training/apprenticeship	1
No, I will need additional work experience/on-the-job training	2
No, I will need to go to a two- or four-year college or university	3
No, I will need to go to a vocational or trade school	4
Yes, I have enough skills	5

48A. Do you plan to join the Armed Forces (including the Coast Guard, National Guard, Reserves, or ROTC)?

(CIRCLE ONE)

No	1	**(SKIP TO QUESTION 49)**
Yes, I have already joined	2	**(GO TO QUESTION 48B)**
Yes, right after high school	3	**(GO TO QUESTION 48B)**
Yes, at some time in the future	4	**(GO TO QUESTION 48B)**

48B. Which branch of the Armed Forces?

(CIRCLE ONE)

Regular Armed Forces (Army, Navy, Air Force, Marines)	1
Coast Guard	2
National Guard or Reserves	3
ROTC	4

48C. What is your main reason for joining the Armed Forces?

(CIRCLE ONE)

To serve my country	1
I need a job	2
To receive training for future jobs	3
To receive money for further education	4
Other	5

49. Do you plan to go on to school right after high school?

(If you plan to join the Armed Forces right after high school, skip to Question 56 on page 41.)

(CIRCLE ONE)

Yes	1	**(SKIP TO QUESTION 57 PAGE 41)**
No	2	**(GO TO QUESTION 50 ON PAGE 38)**
Don't know	3	**(GO TO QUESTION 50 ON PAGE 38)**

50. **Which of the following are reasons why you have decided NOT to continue your education right after high school?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	I do not like school	1	2
b.	My grades are not high enough	1	2
c.	My college admissions test scores were not high enough	1	2
d.	I will not need more education for the career I want	1	2
e.	I cannot afford to go on to school	1	2
f.	I didn't get into any of the schools I applied to	1	2
g.	I haven't taken the right courses	1	2
h.	No one in my family has ever gone on to school after high school	1	2
i.	I plan to take some time off before going to school	1	2
j.	I'd rather work and make money than go on to school	1	2
k.	I plan to be a full-time homemaker	1	2
l.	I do not feel that going on to school is important	1	2
m.	My counselors/teachers recommended that I work rather than continue my education	1	2
n.	I need to help support my family	1	2

51. Do you plan to work full-time right after high school?

Yes . . . . 1 **(GO TO QUESTION 52)**

No . . . . 2 **(SKIP TO QUESTION 56 ON PAGE 41)**

52. Do you have a regular, full-time job lined up after high school graduation?

(CIRCLE ONE)

Yes, I'll continue in the job I have now . . . . 1 **(GO TO QUESTION 53)**

Yes, I have a new job lined up . . . . 2 **(GO TO QUESTION 53)**

No, but I am looking for a job . . . . 3 **(GO TO QUESTION 53)**

No, I haven't done anything yet to get a job . . . . 4 **(SKIP TO QUESTION 55 ON PAGE 40)**

53. Please indicate which of the following people at your school helped you to select the jobs you will seek after graduation.

(CIRCLE ONE ON EACH LINE)

		Yes	**No**	**School does not have**
a.	Vocational teachers	1	2	3
b.	Vocational counselors	1	2	3
c.	Guidance counselors	1	2	3
d.	Coaches	1	2	3
e.	Math, science, English, or history/social studies teachers	1	2	
f.	Other school staff	1	2	

54. **Have you used any of the following school services for finding a regular, full-time job after high school graduation?**

(CIRCLE ONE ON EACH LINE)

		I have used	**I have not used**	**School does not offer**
a.	Interest inventories (a checklist of student interests to determine future job interest)	1	2	3
b.	Job listings	1	2	3
c.	Job fairs	1	2	3
d.	Career placement counseling	1	2	3
e.	Letters of recommendation	1	2	3
f.	Practice interviews	1	2	3
g.	School-arranged job interviews	1	2	3

55. **About how much money, hourly, do you expect to earn on your first regular, full-time job after high school graduation?**

(CIRCLE ONE)

Less than $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 or more	08

56. **Do you plan to continue your education past high school at some time in the future?**

(CIRCLE ONE)

No, I don't plan to continue my education after high school	1 **(SKIP TO QUESTION 64 ON PAGE 46)**
Yes, right after high school	2 **(GO TO QUESTION 57)**
Yes, after staying out of school for one year	3 **(GO TO QUESTION 57)**
Yes, after staying out of school for over a year	4 **(GO TO QUESTION 57)**
Don't know	5 **(GO TO QUESTION 57)**

57. **At your high school, have you received...**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**	**School does not offer**
a. Help with filling out vocational/technical school or college applications?	1	2	3
b. Help with filling out financial aid forms?	1	2	3
c. Assistance in writing essays for vocational/technical school or college applications?	1	2	3
d. Days off from school to visit vocational/technical schools or colleges?	1	2	3

58. **Have you done any of the following to learn about applying for financial aid?**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**
a. Talked with a high school teacher or guidance counselor	1	2
b. Talked with a representative from a vocational/technical school or college	1	2
c. Talked with a loan officer at a bank	1	2
d. Read U.S. Department of Education information on financial aid	1	2
e. Read information from a vocational/technical school or college about financial aid	1	2
f. Read about financial aid available through military service	1	2
g. Talked to a knowledgeable adult	1	2

59. **How important is or was each of the following in choosing a school you would like to attend?**

(CIRCLE ONE ON EACH LINE)

		Not important	**Somewhat important**	**Very important**
a.	Low expenses (tuition, books, room and board)	1	2	3
b.	Availability of financial aid, such as a school loan, scholarship, or grant	1	2	3
c.	Availability of specific courses or curriculum	1	2	3
d.	Strong reputation of the school's athletic programs	1	2	3
e.	Active social life at the school	1	2	3
f.	Ability to attend school while living at home	1	2	3
g.	Chance to live away from home	1	2	3
h.	A religious environment	1	2	3
i.	A low-crime environment	1	2	3
j.	A good record for placing graduates in jobs	1	2	3
k.	A good record for placing graduates in graduate school	1	2	3
l.	Strong reputation of the school's academic programs	1	2	3
m.	Easy admission standards	1	2	3
n.	Availability of a degree program that will allow me to get a job in my chosen field	1	2	3
o.	Racial/ethnic composition of the school	1	2	3
p.	Size of the school	1	2	3
q.	Geographic location of the school	1	2	3
r.	Ability to attend the same school my parents attended	1	2	3

60A. To how many schools have you applied?

☐

(CIRCLE ONE)

None	0	**(SKIP TO QUESTION 61)**
1 school	1	**(GO TO QUESTION 60B)**
2 - 4 schools	2	**(GO TO QUESTION 60B)**
5 or more schools	3	**(GO TO QUESTION 60B)**

60B. Write below the names and locations of the two schools to which you have applied that you are most likely to attend.

☐

SCHOOL 1 |__|__|__|__|__|__| FOR OFFICE USE ONLY

Name of School City State

a. Were you accepted?	b. Did you apply for financial aid?	c. Were you awarded financial aid?
Yes 1	Yes .... 1 **(GO TO c)**	Yes 1
No 2	No ..... 2 **(SKIP TO School 2)**	No 2
Don't know ... 3		Don't Know .. 3

IF YOU HAVE APPLIED TO ONLY ONE SCHOOL, SKIP TO QUESTION 61.

SCHOOL 2 |__|__|__|__|__|__| FOR OFFICE USE ONLY

Name of School City State

a. Were you accepted?	b. Did you apply for financial aid?	c. Were you awarded financial aid?
Yes 1	Yes .... 1 **(GO TO c)**	Yes .... 1 **GO TO QUESTION 61**
No 2	No ..... 2 **(SKIP TO QUESTION 61)**	No 2
Don't know ... 3		Don't know ... 3

61. If you go on to school, will you most likely attend a. . .

(CIRCLE ONE)

Four-year college or university?	1 **(GO TO QUESTION 62 ON PAGE 44)**
Two-year junior/community college: **academic program?**	2 **(GO TO QUESTION 62 ON PAGE 44)**
Two-year junior/community college: **technical, vocational or trade program?**	3 **(SKIP TO QUESTION 63 ON PAGE 45)**
Technical, vocational, or trade school?	4 **(SKIP TO QUESTION 63 ON PAGE 45)**

62. **Indicate the field that *comes closest* to what you would *most* like to study if you go on to school.**

	(CIRCLE ONE)
Agriculture (for example, agricultural economics, agronomy, forestry, and soils)	01
Architecture	02
Art (for example, art appreciation, design, drawing, photography, graphics, and sculpting)	03
Biological sciences (for example, botany, ecology, and zoology)	04
Business (for example, accounting, business administration, industrial management, marketing, and finance)	05
Communications (for example, journalism, radio, and television)	06
Computer and information sciences (for example, systems analysis)	07
Education (for example, secondary education, elementary education, and physical education)	08
Engineering (for example, chemical engineering, civil engineering, electrical engineering, and mechanical engineering)	09
English (for example, creative writing, linguistics, literature, and speech and drama)	10
Ethnic studies (for example, African-American studies and Mexican-American studies)	11
Foreign languages (for example, French, German, Italian, Latin, and Spanish)	12
Health occupations (for example, nursing, optometry, and pharmacy)	13
Home economics (for example, dietetics, family and child development, and textiles and clothing)	14
Interdisciplinary studies	15
Mathematics (for example, calculus and statistics)	16
Music (for example, music appreciation and composition)	17
Philosophy or religion (for example, ethics, logic, and theology)	18
Physical science (for example, astronomy, biochemistry, chemistry, geology, and physics)	19
Preprofessional (for example, prelaw, predentistry, and premedicine)	20
Psychology	21
Social sciences (for example, anthropology, economics, government, history, political science, social work, sociology, and urban affairs)	22
Other	23

NOW SKIP TO QUESTION 64, PAGE 46

63. **Indicate the field for which you are most likely to train if you go on to school.**

(CIRCLE ONE)

Agriculture, including horticulture	01
Auto mechanics	02
Aviation	03
Business and Office:	
Accounting	04
Business management	05
Secretarial and related (for example, word processing and typing)	06
Other business and office	07
Commercial arts (for example, drawing and advertisements)	08
Computers (for example, computer programming and data processing)	09
Construction trades (carpentry, electrical, masonry, plumbing)	10
Cosmetology, hair styling	11
Drafting	12
Electronics	13
Food service (for example, cook and restaurateur)	14
Health care (for example, medical or dental assisting and practical nursing)	15
Home economics, including dietetics and child care	16
Hotel and restaurant management	17
Marketing and distribution (for example, sales or merchandising)	18
Metal working (for example, machine shop and welding)	19
Protective services (for example, police officer or security guard)	20
Refrigeration, heating, or air conditioning (repair, installation, or manufacturing)	21
Transportation and materials moving (for example, truck or bus driving)	22
Other	23

64. ☐ **Which of the categories below comes closest to describing the job or occupation that you expect or plan to have right after high school and when you are 30 years old? Even if you are not sure, circle your best guess.**

(CIRCLE ONE IN EACH COLUMN)

	Job after high school graduation	**Job at 30**
OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	01	01
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	02	02
FARMER, FARM MANAGER	03	03
FULL-TIME HOMEMAKER	04	04
LABORER such as construction worker, car washer, garbage collector, farm worker	05	05
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	06	06
MILITARY such as career officer or enlisted person in the Armed Forces	07	07
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	08	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10	10
OWNER of a small business or restaurant, contractor	11	11
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	12	12
SALES such as sales representative, advertising or insurance agent, real estate broker	13	13
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	14	14
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	15	15
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	16	16
NOT PLANNING TO WORK	17	17
OTHER	18	18
WILL BE IN SCHOOL	19	19

65. How much education do you think you need to get the job you expect or plan to have when you are 30 years old?

(CIRCLE ONE)

No high school	00
Some high school	01
High school diploma	02
Less than two years of vocational, trade, or business school	03
Two years or more of vocational, trade, or business school	04
A degree from a vocational, trade, or business school	05
Some college education	06
2 year college degree	07
4 or 5 year college degree	08
Graduate degree (Master's or Ph.D.)	09
Professional degree (J.D. or M.D.)	10
Not planning to work	11

VI. YOUR OPINIONS ABOUT YOURSELF AND YOUR ATTITUDES

66. How do you feel about each of the following statements?

(CIRCLE ONE ON EACH LINE)

		Strongly agree	Agree	Disagree	Strongly disagree
a.	I feel good about myself	1	2	3	4
b.	I don't have enough control over the direction my life is taking	1	2	3	4
c.	In my life, good luck is more important than hard work for success	1	2	3	4
d.	I feel I am a person of worth, the equal of other people	1	2	3	4
e.	I am able to do things as well as most other people	1	2	3	4
f.	Every time I try to get ahead, something or somebody stops me	1	2	3	4
g.	My plans hardly ever work out, so planning only makes me unhappy	1	2	3	4
h.	On the whole, I am satisfied with myself	1	2	3	4
i.	I feel useless at times	1	2	3	4
j.	At times, I think I am no good at all	1	2	3	4
k.	When I make plans, I am almost certain I can make them work	1	2	3	4
l.	I feel I do not have much to be proud of	1	2	3	4
m.	Chance and luck are very important for what happens in my life	1	2	3	4

67. **Think about how you see your future. What are the chances that . . .**

(CIRCLE ONE ON EACH LINE)

		Very low	Low	About fifty-fifty	High	Very high
a.	You will have graduated from high school?	1	2	3	4	5
b.	You will go to college?	1	2	3	4	5
c.	You will have a job that pays well?	1	2	3	4	5
d.	You will be able to own your own home?	1	2	3	4	5
e.	You will have a job that you enjoy doing?	1	2	3	4	5
f.	You will have a happy family life?	1	2	3	4	5
g.	You will stay in good health most of the time?	1	2	3	4	5
h.	You will be able to live wherever you want in the country?	1	2	3	4	5
i.	You will be respected in your community?	1	2	3	4	5
j.	You will have good friends you can count on?	1	2	3	4	5
k.	Life will turn out better for you than it has for your parents?	1	2	3	4	5
l.	Your children will have a better life than you had?	1	2	3	4	5

THE FOLLOWING QUESTIONS HAVE TO DO WITH YOUR FRIENDSHIPS

68. Among your close friends, how important is it to them that they . . .

(CIRCLE ONE ON EACH LINE)

		Not at all important	Somewhat important	Very important
a.	Attend classes regularly?	1	2	3
b.	Study?	1	2	3
c.	Play sports?	1	2	3
d.	Get good grades?	1	2	3
e.	Be popular/well-liked by others?	1	2	3
f.	Finish high school?	1	2	3
g.	Have a steady boyfriend/ girlfriend?	1	2	3
h.	Continue their education past high school?	1	2	3
i.	Participate in religious activities?	1	2	3
j.	Do community work or volunteering?	1	2	3
k.	Have a regular job?	1	2	3
l.	Get together with friends?	1	2	3
m.	Go to parties?	1	2	3
n.	Have sexual relations?	1	2	3
o.	Use drugs?	1	2	3
p.	Drink alcoholic beverages?	1	2	3
q.	Make money?	1	2	3

QUESTIONS 69 THROUGH 79, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER. THE FOLLOWING QUESTIONS ARE IMPORTANT TO UNDERSTAND HOW YOUR RELATIONSHIPS RELATE TO YOUR EXPERIENCES IN AND OUT OF SCHOOL.

69. **How many of your friends . . .**

(CIRCLE ONE ON EACH LINE)

		None of them	A few of them	Some of them	Most of them	All of them
a.	Dropped out of school without graduating?	1	2	3	4	5
b.	Have no plans to go to college?	1	2	3	4	5
c.	Plan to have a regular full-time job after high school?	1	2	3	4	5
d.	Plan to attend a two-year community college or technical school?	1	2	3	4	5
e.	Plan to attend a four-year college or university?	1	2	3	4	5

70. **How many of your friends belong to gangs?**

(CIRCLE ONE)

None of them	1
Some of them	2
Most of them	3

71. **Do you belong to a gang?**

(CIRCLE ONE)

Yes	1
No	2

72. **At what age do you expect to . . .**

(CIRCLE ONE ON EACH LINE)

		Don't expect to do this	Have already done this	Under 18	18-21	22-25	26-29	30 or older
a.	Get married?	01	02	03	04	05	06	07
b.	Have your first child?	01	02	03	04	05	06	07
c.	Start your first regular full-time (not summer) job?	01	02	03	04	05	06	07
d.	Live in your own home or apartment?	01	02	03	04	05	06	07
e.	Finish your education?	01	02	03	04	05	06	07

73. **What is your current marital status?**

(CIRCLE ONE)

Single, never married	01
Married	02
Divorced/separated	03
Widowed	04
Not married but living in a marriage-like relationship	05
Other	06

74. **In your opinion, how important is it to be married before having sexual intercourse?**

(CIRCLE ONE)

Not important at all	1
Somewhat important	2
Very important	3

75. **Would you consider having a child if you weren't married?**

(CIRCLE ONE)

Yes	1
Maybe	2
No	3
Don't know	4

76. **Do you have any children of your own?**

☐

(CIRCLE ONE)

Yes, I do	1	**(GO TO QUESTION 77 ON PAGE 53)**
No, I don't	2	**(SKIP TO QUESTION 80 ON PAGE 54)**
No, but I am expecting one	3	**(SKIP TO QUESTION 79 ON PAGE 53)**

77. **What is the birthdate of your first child?**

|__|__| Month   19 |__|__| Year

78. **How often do the following people take care of your youngest child during the school year?**

(CIRCLE ONE ON EACH LINE)

		Never	Some of the time	Most of the time
a.	You	1	2	3
b.	The child's other parent/step-parent	1	2	3
c.	The child's grandparent	1	2	3
d.	Another relative (sister, uncle, aunt, cousin)	1	2	3
e.	A friend	1	2	3
f.	A neighbor	1	2	3
g.	A day care center or preschool	1	2	3
h.	A babysitter at your home or at the babysitter's home	1	2	3

79. **Which of the following best describes your relationship with the father/mother of your youngest child? (If you have more than one child, please answer for your youngest child.)**

(CIRCLE ONE)

We are married and living together	01
We are married and not living together	02
We are divorced/legally separated	03
We are living together but are not married	04
We are dating and not married	05
He/she is no longer living	06
We see each other occasionally	07
We don't see each other any more	08

QUESTIONS 80 THROUGH 85, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

80. **How many cigarettes do you usually smoke in a day?**

(CIRCLE ONE)

I don't smoke at all	00
Less than 1 cigarette a day	01
1 to 5 cigarettes a day	02
About 1/2 pack a day	03
More than 1/2 pack but less than 2 packs a day	04
Two packs a day or more	05

IN THE QUESTIONS THAT FOLLOW, ALCOHOLIC BEVERAGES INCLUDE BEER, WINE, WINE COOLERS, AND LIQUOR.

81. **On how many occasions (if any) have you had alcoholic beverages to drink?**

(CIRCLE ONE ON EACH LINE)

	0 Occasions	**1-2 Occasions**	**3-19 Occasions**	**20+ Occasions**
a. In your lifetime	0	1	2	3
b. During the last 12 months	0	1	2	3
c. During the last 30 days	0	1	2	3

82. **Think back over the LAST TWO WEEKS. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink).**

(CIRCLE ONE)

None	0
Once	1
Twice	2
Three to five times	3
Six to nine times	4
Ten or more times	5

83. **On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)?**

(CIRCLE ONE ON EACH LINE)

		0 Occasions	**1-2 Occasions**	**3-19 Occasions**	**20+ Occasions**
a.	In your lifetime	0	1	2	3
b.	During the last 12 months	0	1	2	3
c.	During the last 30 days	0	1	2	3

84. **On how many occasions (if any) have you used cocaine in any form (including crack)?**

(CIRCLE ONE ON EACH LINE)

		0 Occasions	**1-2 Occasions**	**3-19 Occasions**	**20+ Occasions**
a.	In your lifetime	0	1	2	3
b.	During the last 12 months	0	1	2	3
c.	During the last 30 days	0	1	2	3

85. **Since the beginning of the school year, on how many occasions (if any) have you been under the influence of the following at school?**

(CIRCLE ONE ON EACH LINE)

		0 Occasions	**1-2 Occasions**	**3-19 Occasions**	**20+ Occasions**
a.	Alcohol	0	1	2	3
b.	Marijuana or hashish	0	1	2	3
c.	Cocaine (including crack)	0	1	2	3

V. MONEY AND WORK

86A. **Have you ever worked for pay, not counting work around the house?**

☐

(CIRCLE ONE)

No . . . . 1 **(SKIP TO QUESTION 93 ON PAGE 59)**
Yes, and I am currently employed . . . . 2 **(SKIP TO QUESTION 87)**
Yes, but I am not currently employed . . . . 3 **(GO TO QUESTION 86B)**

86B. **When did you last work for pay, not counting work around the house?**

☐

(WRITE IN)

|___|___| Month   19 |___|___| Year

87. **When did you start your current or most recent job?**

(WRITE IN)

|___|___| Month   19 |___|___| Year

88. **How many hours do/did you usually work each week on your current or most recent job during this school year?**

(CIRCLE ONE)

I have not worked during this school year . . . . 00 **(SKIP TO QUESTION 92 ON PAGE 58)**
1-5 hours a week . . . . 01 **(GO TO QUESTION 89 ON PAGE 57)**
6-10 hours a week . . . . 02 **(GO TO QUESTION 89 ON PAGE 57)**
11-15 hours a week . . . . 03 **(GO TO QUESTION 89 ON PAGE 57)**
16-20 hours a week . . . . 04 **(GO TO QUESTION 89 ON PAGE 57)**
21-25 hours a week . . . . 05 **(GO TO QUESTION 89 ON PAGE 57)**
26-30 hours a week . . . . 06 **(GO TO QUESTION 89 ON PAGE 57)**
31-35 hours a week . . . . 07 **(GO TO QUESTION 89 ON PAGE 57)**
36-40 hours a week . . . . 08 **(GO TO QUESTION 89 ON PAGE 57)**
Over 40 hours a week . . . . 09 **(GO TO QUESTION 89 ON PAGE 57)**

89. **How many of those hours are/were on the weekend (Saturday or Sunday)?**

(CIRCLE ONE)

0 hours on weekends	01
1-5 hours on weekends	02
6-10 hours on weekends	03
11-15 hours on weekends	04
16-20 hours on weekends	05
Over 20 hours on weekends	06

90. **What kind of work do/did you do for pay on your current job or most recent job during this school year? (If you have two or more jobs, answer for the job that pays the most per hour. Do not include work around your own house.)**

(CIRCLE ONE)

Lawn work or odd jobs	01
Fast food worker or waiter or waitress	02
Delivery person	03
Babysitter or child care	04
Camp counselor or life guard	05
Farm worker	06
Mechanic	07
Grocery clerk, cashier	08
Beautician	09
House cleaning	10
Construction work	11
General office or clerical worker	12
Hospital or health worker	13
Salesperson	14
Warehouse worker	15
Other	16

91. **How much do/did you earn per hour on your current or most recent job this school year?**

(CIRCLE ONE)

Less than $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 or more	08

92. **How much of the money you make is spent on each of the following? (If you are currently unemployed, answer for the last job you had).**

(CIRCLE ONE ON EACH LINE)

	None of it	**Some of it**	**Most of it**
a. To buy clothes and other things	1	2	3
b. To go out	1	2	3
c. To pay for gas and other car expenses	1	2	3
d. To pay for rent	1	2	3
e. To purchase food	1	2	3
f. To pay for my future education	1	2	3
g. To buy alcoholic beverages	1	2	3
h. To buy illegal drugs	1	2	3

VI. YOUR FAMILY

93. **During the school year, do you babysit or take care of your own child, younger brothers or sisters, or other younger relatives?**

	(CIRCLE ONE)
Yes	1 **(GO TO QUESTION 94)**
No	2 **(SKIP TO QUESTION 96 ON PAGE 60)**

94. **On school days, about how many hours *each day* are you responsible for their care?**

	(CIRCLE ONE)
Less than 1 hour	01
1 hour, less than 3 hours	02
3 hours, less than 5 hours	03
5 hours, less than 7 hours	04
7 hours, less than 10 hours	05
10 hours or more a day	06

95. **Since the beginning of the school year, how many school days have you missed because of taking care of your own child, younger brothers or sisters, or other younger relatives?**

	(CIRCLE ONE)
None	0
1-2 days	1
3-6 days	2
7-9 days	3
10 days or more	4

96. **Lots of things happen in families that may affect young people. In the last 2 years, have any of the following happened to your family?**

☐

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	My family moved to a new home	1	2
b.	My parents got divorced or separated	1	2
c.	One of my parents got married or remarried	1	2
d.	One of my parents lost his/her job	1	2
e.	One of my parents started to work	1	2
f.	One of my parents got a better job	1	2
g.	I became seriously ill or disabled	1	2
h.	One of my parents died	1	2
i.	A close relative died	1	2
j.	One of my unmarried sisters got pregnant	1	2
k.	One of my brothers or sisters dropped out of school	1	2
l.	My family was on welfare	1	2
m.	My family went off welfare	1	2
n.	A family member became seriously ill or disabled	1	2
o.	A member of my family used illegal drugs	1	2
p.	A member of my family spent time in a drug/alcohol rehabilitation program	1	2
q.	A member of my family was the victim of a crime	1	2

IN THE FOLLOWING QUESTIONS, "GUARDIAN(S)" MAY INCLUDE FOSTER PARENTS, LEGAL GUARDIANS, OR OTHER OLDER ADULTS LIVING IN YOUR HOUSEHOLD, SUCH AS GRANDPARENTS, WHO ARE RESPONSIBLE FOR YOU.

97. Do your parents or guardians know the parents of your closest friends?

(CIRCLE ONE)

No 1
Yes, some of the parents 2
Yes, many of the parents 3
Don't know 4

98. In your family, who makes most of the decisions on each of the following topics?

(CIRCLE ONE ON EACH LINE)

		My parent(s)/ guardian(s) decide themselves	My parent(s)/ guardian(s) decide after discussing it with me	We decide together after discussing it	I decide after discussing it with my parent(s)/ guardian(s)	I decide by myself
a.	How late you can stay out	1	2	3	4	5
b.	When you can use the car	1	2	3	4	5
c.	Whether you can have a job	1	2	3	4	5
d.	How you spend money	1	2	3	4	5
e.	Whether you can drink alcohol in front of them	1	2	3	4	5
f.	Whether you can drink alcohol when you are at parties/social gatherings without them	1	2	3	4	5
g.	If privileges should be taken away because you used alcohol or drugs	1	2	3	4	5
h.	Whether you should go to college or vocational/ technical school	1	2	3	4	5
i.	The courses you take	1	2	3	4	5

99. In the first semester or term of this school year, how often did you discuss the following with either or both of your parents or guardians?

(CIRCLE ONE ON EACH LINE)

		Never	**Sometimes**	**Often**
a.	Selecting courses or programs at school?	1	2	3
b.	School activities or events of particular interest to you?	1	2	3
c.	Things you've studied in class?	1	2	3
d.	Your grades?	1	2	3
e.	Plans and preparation for the American College Testing (ACT) or Scholastic Aptitude Test (SAT) tests?	1	2	3
f.	Applying to college or other schools after high school?	1	2	3
g.	Specific jobs you might apply for after high school?	1	2	3
h.	Community, national, and world events?	1	2	3
i.	Things that are troubling you?	1	2	3

100. **How true are the following statements for you and your parent(s)/guardian(s)?**

(CIRCLE ONE ON EACH LINE)

		False	Mostly false	More false than true	More true than false	Mostly true	True
a.	My parent(s)/guardian(s) trust me to do what they expect without checking up on me	01	02	03	04	05	06
b.	I often do not know WHY I am supposed to do what my parent(s)/ guardian(s) tell me to do	01	02	03	04	05	06
c.	I often count on my parent(s)/guardian(s) to solve many of my problems for me	01	02	03	04	05	06
d.	I think that I will be a source of pride to my parent(s)/guardian(s) in the future	01	02	03	04	05	06
e.	My parents/guardians get along well with each other	01	02	03	04	05	06
f.	When I grow up and have a family, it will be similar to my own	01	02	03	04	05	06

101. **Did you run away from home for a week or more at any time during the last two years?**

(CIRCLE ONE)

Yes	1
No	2

102. **How many times have you moved since January 1, 1988?**

(CIRCLE ONE)

None	1
1 time	2
2 times	3
3 or more times	4

103. **How many times have you changed schools since January 1, 1988? DO NOT count changes that occurred as a result of promotion to another grade-level or a move from a middle school building to a high school building in the same district.**

(CIRCLE ONE)

None	1
1 time	2
2 times	3
3 or more times	4

104. **How old were you when you were left alone for a week or longer without other adults in the household? (PLEASE FILL IN AGE, OR CIRCLE 01)**

I have never been left alone for a week or longer	01

Age |__|__|

NOTE: The following two questions concern the basic right of self-expression. Your answers will help us interpret the results of the survey. We hope you will answer both questions, but you may leave them blank.

105. Do you think of yourself as a religious person?

(CIRCLE ONE)

Yes, very	1
Yes, somewhat	2
No, not at all	3

106. In the past year, about how often have you attended religious services?

(CIRCLE ONE)

More than once a week	01
About once a week	02
Two or three times a month	03
About once a month	04
Several times a year or less	05
Not at all	06

VII. LANGUAGE USE

107. **Is English your native language (the first language you learned to speak when you were a child)?**

☐

(CIRCLE ONE)

Yes . . . . 1 **(SKIP TO PAGE 69)**

No . . . . 2 **(GO TO QUESTION 108)**

108. **How often do you use your native language with...**

☐ **(IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE CIRCLE "Does not apply")**

(CIRCLE ONE ON EACH LINE)

		Always or most of the time	About half of the time	Sometimes	Never	Does not apply
a.	Your mother?	01	02	03	04	05
b.	Your father?	01	02	03	04	05
c.	Your brothers and sisters?	01	02	03	04	05
d.	Your friends?	01	02	03	04	05
e.	Your spouse?	01	02	03	04	05

109. **How well do you do the following?**

(CIRCLE ONE ON EACH LINE)

		Very well	Well	Not well	Not at all
a.	Understand spoken English	1	2	3	4
b.	Speak English	1	2	3	4
c.	Read English	1	2	3	4
d.	Write English	1	2	3	4

110A. **Since the fall of 1989, have you received special help in school in reading, writing, or speaking English?**

(CIRCLE ONE)

Yes . . . . 1 **(GO TO QUESTION 110B ON PAGE 67)**

No . . . . 2 **(SKIP TO QUESTION 111 ON PAGE 67)**

110B. Was the special help in the form of . . .

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Individual (one-to-one) tutoring?	1	2
b.	A small group?	1	2
c.	A large group other than your regular class?	1	2
d.	English as a Second Language?	1	2
e.	Bilingual education?	1	2

110C. Since the fall of 1989, how much have your English skills improved in the following areas because you participated in special classes or activities?

(CIRCLE ONE ON EACH LINE)

		Not at all	Somewhat	A great deal
a.	Understanding spoken English	1	2	3
b.	Speaking English	1	2	3
c.	Reading English	1	2	3
d.	Writing English	1	2	3

111. Have your English skills made it difficult for you to...

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Write papers for class?	1	2
b.	Take essay exams?	1	2
c.	Take multiple choice exams?	1	2
d.	Understand what the teacher says in class?	1	2
e.	Take notes on the material you learn in class?	1	2
f.	Participate in class discussions?	1	2
g.	Complete homework assignments?	1	2

112. Have your English skills made it difficult for you to...

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Apply for certain jobs?	1	2
b.	Go to teachers and counselors for help because they won't understand you?	1	2
c.	Participate in school activities?	1	2
d.	Participate in school sports?	1	2
e.	Become friends with students who do not speak the same native language as you?	1	2

113. How much of a problem do you feel your understanding of the English language is or would be in the following situations?

(CIRCLE ONE ON EACH LINE)

		No problem at all	Somewhat of a problem	A major problem
a.	Obtaining good grades in high school	1	2	3
b.	Getting hired for a job that you really want	1	2	3
c.	Getting higher pay in a job	1	2	3
d.	Applying to a four-year college	1	2	3
e.	Applying to a two-year community/junior college	1	2	3
f.	Applying to a vocational, technical, trade, or business school	1	2	3
g.	Getting accepted at a four-year college	1	2	3
h.	Getting accepted at a two-year community/junior college	1	2	3
i.	Getting accepted at a vocational, technical, business, or trade school	1	2	3
j.	Getting good grades in college	1	2	3
k.	Getting good grades in vocational, technical, trade, or business school.	1	2	3

GO TO THE NEXT PAGE

NELS:88 SECOND FOLLOW-UP

PERMISSION FORM

This form is to request your signed permission to have your school give us a copy of your high school transcripts. The information will be used solely for the purposes of this survey. We wish to thank you in advance for your help and cooperation.

SCHOOL RECORD INFORMATION

Please give the NELS:88 Second Follow-Up a copy of my school transcript. The information to be given includes standard test scores, grade point averages and attendance records.

PRINT NAME____

Street Address____

City/State/ Zip____

____

Signature

YOU HAVE COMPLETED THE NELS:88
SECOND FOLLOW-UP STUDENT QUESTIONNAIRE.
PLEASE GO NO FURTHER.

THANK YOU FOR YOUR COOPERATION.

EARLY GRADUATE SUPPLEMENT

(For persons who have already completed high school)

114. When did you graduate from high school? **(MARK ONE)**

☐

1990

☐ June
☐ July
☐ August
☐ September
☐ October
☐ November
☐ December

1991

☐ January
☐ February
☐ March
☐ April
☐ May
☐ June
☐ July
☐ August
☐ September
☐ October
☐ November
☐ December

1992

☐ January
☐ February
☐ March
☐ April

115. Which of the following describe why you decided to graduate early?

☐

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	I wanted to gain early admission to college or vocational/technical school	1	2
b.	I wanted to start a job or join the military	1	2
c.	I was bored with high school	1	2
d.	I wanted to move to another city	1	2
e.	I wanted to start a family	1	2
f.	Other (WRITE IN BELOW)	1	2

____

116. Which of the following people helped you make the decision to graduate early?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	A school counselor	1	2
b.	A teacher(s)	1	2
c.	Your parent(s)	1	2
d.	Another relative	1	2
e.	Someone else (WRITE IN BELOW)	1	2

____

117A. In order to graduate early, did you have to...

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Go to summer school?	1	2
b.	Take extra courses during the regular school year?	1	2
c.	Receive advanced placement or test out of courses?	1	2
d.	Get accepted to college?	1	2
e.	Pass a test?	1	2

117B. Which of the following did you do to complete high school?

(CIRCLE ONE)

a.	Get a high school diploma	1
b.	Get a GED or other equivalency certification	2

118. **During the first week of February 1992, were you...**

☐

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Working for pay at a full-time or part-time job?	1	2
b.	Taking academic courses at a two- or four-year college?	1	2
c.	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business or other career training school)?	1	2
d.	Participating in an apprenticeship program or government training program?	1	2
e.	On active duty in the Armed Forces (or service academy)?	1	2
f.	A homemaker?	1	2
g.	In a job but on temporary layoff from work or waiting to report to work?	1	2
h.	Looking for work?	1	2
i.	Taking a break from working?	1	2

119. **Between the time you left high school and today, have you held a full-time or part time job of any kind?**

(CIRCLE ONE)

Yes . . . . 1 **(GO TO QUESTION 120)**

No . . . . 2 **(SKIP TO QUESTION 124 ON PAGE 75)**

120. **Please mark a box for each month of the year(s) during which you worked at all (full- or part-time or were in the military) since you left high school.**

1990

☐ June
☐ July
☐ August
☐ September
☐ October
☐ November
☐ December

1991

☐ January
☐ February
☐ March
☐ April
☐ May
☐ June
☐ July
☐ August
☐ September
☐ October
☐ November
☐ December

1992

☐ January
☐ February
☐ March
☐ April
☐ May

121A. Which of the following best describes your current (or most recent, if currently unemployed) job or occupation?

(CIRCLE ONE)

OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	01
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	02
FARMER, FARM MANAGER	03
FULL-TIME HOMEMAKER	04
LABORER such as construction worker, car washer, garbage collector, farm worker	05
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	06
MILITARY such as career officer or enlisted person in the Armed Forces	07
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
OWNER of a small business or restaurant, contractor	11
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	12
SALES such as sales representative, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	14
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	15
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	16
OTHER (WRITE IN BELOW)	17

____

If you are currently unemployed, answer 121B, 121C, and 121D for your most recent job or occupation.

121B. What kind of job or occupation do you have? (WRITE BELOW)

____

____

121C. What kind of business or industry is this job in? (WRITE BELOW)

____

____

121D. What are your main activities or duties on this job? (WRITE BELOW)

____

____

____

____

122. When did you start working at your current or most recent job? (MARK MONTH AND YEAR)

MONTH

☐ January
☐ February
☐ March
☐ April
☐ May
☐ June
☐ July
☐ August
☐ September
☐ October
☐ November
☐ December

YEAR

☐ 1986 or before
☐ 1987
☐ 1988
☐ 1989
☐ 1990
☐ 1991
☐ 1992

123. When did you leave this job? (MARK MONTH AND YEAR. IF YOU STILL HAVE THIS JOB, MARK THIS BOX.) I still have this job. . . . . ☐

MONTH

☐ January
☐ February
☐ March
☐ April
☐ May
☐ June
☐ July
☐ August
☐ September
☐ October
☐ November
☐ December

YEAR

☐ 1986 or before
☐ 1987
☐ 1988
☐ 1989
☐ 1990
☐ 1991
☐ 1992

SCHOOL

124. Between the time you left high school and today, have you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy or school, business school, vocational/technical school, or community college? (Do not include Armed Forces training programs.)

(CIRCLE ONE)

Yes . . . . 1 (GO TO QUESTION 125)

No . . . . 2 (SKIP TO BOX AT BOTTOM OF PAGE 76)

125. Please mark a box for each month of the year(s) during which you were enrolled in or took classes or training in any school between the time you left high school and today.

1990	1991		1992
☐ June	☐ January	☐ July	☐ January
☐ July	☐ February	☐ August	☐ February
☐ August	☐ March	☐ September	☐ March
☐ September	☐ April	☐ October	☐ April
☐ October	☐ May	☐ November	☐ May
☐ November	☐ June	☐ December	
☐ December			

126. What is the name and location of the current (or most recent) college or vocational, technical, trade, or business school you attend?

|___|___|___|___|___|___| FOR OFFICE USE ONLY

____

Name of School City State

a. Did you apply for financial aid?	b. Were you awarded financial aid?
Yes . . . 1 (GO TO b)	Yes . . . 1 (GO TO QUESTION 127A)
No . . . 2 (SKIP TO QUESTION 127A)	No . . . 2 (GO TO QUESTION 127A)

127A. Did you attend any other college or vocational, technical, trade, or business school?

Yes . . . . 1 **(GO TO QUESTION 127B)**

No . . . . 2 **(READ BOX BELOW)**

127B. What is the name and location of that school?

|___|___|___|___|___|___|___| **FOR OFFICIAL USE ONLY**

____

Name of School City State

a. Did you apply for financial aid?	b. Were you awarded financial aid?
Yes . . . 1 **(GO TO b)**	Yes . . . 1 **(READ BOX BELOW)**
No . . . 2 **(READ BOX BELOW)**	No . . . 2 **(READ BOX BELOW)**

Thank you for completing the **Early Graduate Supplement.**

Now, please go back to **Question 7**, Page 6, of this questionnaire. In answering the questions, think back to your last term in high school. Use that term (not the present time) and the school you attended as your frame of reference in giving your answers. Thank you for your cooperation.

NEW STUDENT SUPPLEMENT

NATIONAL EDUCATION LONGITUDINAL

STUDY OF 1988

SECOND FOLLOW-UP

NEW STUDENT SUPPLEMENT

Prepared for the U.S. Department of Education
National Center for Education Statistics

By: NORC, A Social Science Research Center
University of Chicago

USES OF THE DATA

The data from the survey will be used by educators and by federal and state policy makers to address important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is required to protect the privacy of individuals who participate in surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.

2. We are asking you these questions in order to gather information about what happens to students as they move through school and make decisions about what they are going to do after high school.

3. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can.

4. Your responses will be combined with those of other students, and the answers you give will never be identified as yours.

The purpose of this survey is to collect information that will allow teachers and educators to better understand students' various experiences in high school.

This questionnaire is not a test. We hope you will answer each question truthfully, because we need your answer. You may skip any question you do not wish to answer.

The public reporting burden for collection of this information is estimated to average three hours (180 minutes), including one hour for questionnaires, (Student Questionnaires and New Student Supplements), one and one-half hours for the Cognitive Test, and up to one-half hour for distributing materials and giving instructions. Send comments regarding this collection of information, or any other aspect of this collection of information, to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

A. (CIRCLE ONE)

What is the color of your eyes?

(CIRCLE ONE CATEGORY)

Brown	1
Blue	2
Green	[✓ 3]
Another color	4

If the color of your eyes is green, you would circle the number 3 as shown.

B. (CIRCLE ONE ON EACH LINE)

Do you plan to do any of the following next week?

(CIRCLE ONE ON EACH LINE)

	Yes	Not Sure	No
a. Rent a Videotape	1	2	[✓ 3]
b. Go to a baseball game	1	[✓ 2]	3
c. Study at a friend's house	[✓ 1]	2	3

If you do not plan to rent a videotape, are not sure about going to a baseball game next week, and plan to study at a friend's house, you would circle one item on each line as shown.

C. (CIRCLE ALL THAT APPLY)

Last week, did you do any of the following?

(CIRCLE ALL THAT APPLY)

Saw a play	1
Went to a movie	[✓ 1]
Attended a sporting event	[✓ 1]

If you went to a movie and attended a sporting event last week, you would circle the two items as shown.

D. (QUESTION WITH A SKIP)

a. Do you ever eat sweet foods?

(CIRCLE ONE)

No .... 1 **--> Skip to c**

Yes .... 2 **--> Go to b**

b. Do you always brush your teeth after eating sweet foods?

(CIRCLE ONE)

No 1

Yes 2

c. Last week, did you do any of the following?

(CIRCLE ALL THAT APPLY)

Saw a play 1

Went to a movie 1

Attended a sporting event 1

We would like to ask you some general information about you and your parents or guardians.

1. **Please print your name.**

☐ **NAME:**

________________ Last

________________ First

________________ Middle

2. **What is your sex?**

☐

(CIRCLE ONE)

Male 1

Female 2

3. **When were you born?**

☐

|__|__| **Month** |__|__| **Day** **19** |__|__| **Year**

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT/ GUARDIAN OR STEPPARENT WITH WHOM YOU LIVE MOST OF THE TIME.

4. **Is your mother, stepmother, or female guardian currently working, unemployed, retired, or disabled?**

☐

(CIRCLE ONE)

Currently working	1	**GO TO QUESTION 5 ON PAGE 2**
Unemployed	2	**GO TO QUESTION 5 ON PAGE 2**
Retired	3	**GO TO QUESTION 5 ON PAGE 2**
Disabled	4	**GO TO QUESTION 5 ON PAGE 2**
My mother is not living	5	**SKIP TO QUESTION 6 ON PAGE 3**
I do not have a stepmother or female guardian	6	**SKIP TO QUESTION 6 ON PAGE 3**

5. **Which of the categories below comes closest to describing your mother's (stepmother's or female guardian's) current job?**

If she is *unemployed, retired, or disabled,* select the answer that best describes her most recent job.

Also, if your mother works *more than one job,* please answer for the job you consider to be her major activity.

(CIRCLE ONE)

OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	01
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	02
FARMER, FARM MANAGER	03
FULL-TIME HOMEMAKER	04
LABORER such as construction worker, car washer, garbage collector, farm worker	05
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	06
MILITARY such as career officer or enlisted person in the Armed Forces	07
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
OWNER of a small business or restaurant, contractor	11
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	12
SALES such as sales representative, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	14
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	15
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	16
OTHER (WRITE BELOW)	17

____

6. **Is your father, stepfather or male guardian currently working, unemployed, retired, or disabled?**

(CIRCLE ONE)

Currently working	1	**(GO TO QUESTION 7 ON PAGE 4)**
Unemployed	2	**(GO TO QUESTION 7 ON PAGE 4)**
Retired	3	**(GO TO QUESTION 7 ON PAGE 4)**
Disabled	4	**(GO TO QUESTION 7 ON PAGE 4)**
My father is not living	5	**(SKIP TO QUESTION 8 ON PAGE 5)**
I do not have a stepfather or male guardian	6	**(SKIP TO QUESTION 8 ON PAGE 5)**

7. **Which of the categories below comes closest to describing your father's (stepfather's or male guardian's) current job?**

If he is *unemployed, retired, or disabled,* select the answer that best describes his most recent job.

Also, if your father works *more than one job,* please answer for the job you consider to be his major activity.

(CIRCLE ONE)

OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	01
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	02
FARMER, FARM MANAGER	03
FULL-TIME HOMEMAKER	04
LABORER such as construction worker, car washer, garbage collector, farm worker	05
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	06
MILITARY such as career officer or enlisted person in the Armed Forces	07
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
OWNER of a small business or restaurant, contractor	11
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	12
SALES such as sales representative, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	14
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	15
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	16
OTHER (WRITE BELOW)	17

____

8. **How far in school did your parents go?**

IN EACH COLUMN, CIRCLE THE ONE HIGHEST NUMBER THAT APPLIES

	A. Father (or male guardian)	**B. Mother (or female guardian)**
Less than high school graduation	01	01
High school graduation only or GED or its equivalent only	02	02
VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL		
Less than two years of school	03	03
Two years or more of school	04	04
COLLEGE PROGRAM		
Less than two years of college	05	05
Two or more years of college (including two-year degree)	06	06
Finished college (four- or five-year degree)	07	07
GRADUATE OR PROFESSIONAL SCHOOL		
Master's degree or equivalent	08	08
Ph.D., M.D., or other professional degree	09	09
Don't know	10	10

9. **How many *older* brothers and sisters do you have (including adopted, step- or half-)?**

(WRITE IN NUMBER BELOW)

|__|__| brother(s)

|__|__| sister(s)

10. **How many *younger* brothers and sisters do you have (including adopted, step- or half-)?**

(WRITE IN NUMBER BELOW)

|__|__| brother(s)

|__|__| sister(s)

11. **How many of your brothers and sisters (including adopted, step- or half-) left high school before graduating?**

	(CIRCLE ONE)
I don't have any brothers or sisters	1
None are in high school yet	2
None left school	3
One left school	4
Two or more left school	5

12. **Which of the following does your family have in your home?**

☐

(CIRCLE ONE ON EACH LINE)

		Have	Do Not Have
a.	A specific place for study	1	2
b.	A daily newspaper	1	2
c.	Regularly received magazine	1	2
d.	An encyclopedia	1	2
e.	An atlas	1	2
f.	A dictionary	1	2
g.	Typewriter	1	2
h.	Computer	1	2
i.	Electric dishwasher	1	2
j.	Clothes dryer	1	2
k.	Washing machine	1	2
l.	Microwave oven	1	2
m.	More than 50 books	1	2
n.	VCR	1	2
o.	Pocket calculator	1	2
p.	A room of my own	1	2

13. **During the spring term of the 1989-90 school year, were you...**

☐

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	in the tenth grade?	1	2
b.	living in the U.S.?	1	2

14. **During the spring term of the 1987-88 school year, were you...**

☐

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	in the eighth grade?	1	2
b.	living in the U.S.?	1	2

15. **What best describes the school(s) that you attended when you were in 8th grade and when you were in 10th grade?**

☐

(CIRCLE ONE IN EACH COLUMN)

	8th Grade	10th Grade
Public	1	1
Private religious	2	2
Private non-religious	3	3
Don't know	4	4

16. **Were you held back (made to repeat) a grade in school?**

☐

	(CIRCLE ONE)
No	1
Yes, I repeated grade(s):	2

GRADE(S) REPEATED:	**(CIRCLE ALL THAT APPLY)**
a. Kindergarten	1
b. Grade 1	1
c. Grade 2	1
d. Grade 3	1
e. Grade 4	1
f. Grade 5	1
g. Grade 6	1
h. Grade 7	1
i. Grade 8	1
j. Grade 9	1
k. Grade 10	1
l. Grade 11	1
m. Grade 12	1

Next we would like to ask you some background information.

17. Which best describes you?

☐

(CIRCLE ONE)

Asian or Pacific Islander	1	**(GO TO QUESTION 18)**
Hispanic, regardless of race	2	**(GO TO Q 19 ON PAGE 10)**
Black, not of Hispanic origin	3	**(SKIP TO Q 20 ON PAGE 10)**
White, not of Hispanic origin	4	**(SKIP TO Q 20 ON PAGE 10)**
American Indian or Alaskan Native	5	**(SKIP TO Q 20 ON PAGE 10)**

18. Which of these best describes your background?

☐

ASIAN OR PACIFIC ISLANDER (CIRCLE ONE)

Chinese	01	**(SKIP TO Q 20 ON PAGE 10)**
Filipino	02	**(SKIP TO Q 20 ON PAGE 10)**
Japanese	03	**(SKIP TO Q 20 ON PAGE 10)**
Korean	04	**(SKIP TO Q 20 ON PAGE 10)**
Southeast Asian (Vietnamese, Laotian Cambodian/Kampuchean, Thai, etc.)	05	**(SKIP TO Q 20 ON PAGE 10)**
Pacific Islander (Samoan, Guamanian, etc.)	06	**(SKIP TO Q 20 ON PAGE 10)**
South Asian (Asian Indian, Pakistani, etc.)	07	**(SKIP TO Q 20 ON PAGE 10)**
Other Asian	08	**(SKIP TO Q 20 ON PAGE 10)**

19. Which of these best describes your background?

☐ **HISPANIC** **(CIRCLE ONE)**

Mexican, Mexican-American, Chicano	1
Cuban	2
Puerto Rican	3
Dominican	4
Ecuadorian	5
Salvadoran	6
Colombian	7
Other Hispanic	8

20. What is your native language (the first language you learned to speak when you were a child)?

☐

(CIRCLE ONE)

English	01	**–> SKIP TO Q 22 ON PAGE 11**
Spanish	02	**–> GO TO Q 21 ON PAGE 11**
A Chinese language	03	**–> GO TO Q 21 ON PAGE 11**
Japanese	04	**–> GO TO Q 21 ON PAGE 11**
Korean	05	**–> GO TO Q 21 ON PAGE 11**
A Filipino language	06	**–> GO TO Q 21 ON PAGE 11**
Italian	07	**–> GO TO Q 21 ON PAGE 11**
French	08	**–> GO TO Q 21 ON PAGE 11**
German	09	**–> GO TO Q 21 ON PAGE 11**
Greek	10	**–> GO TO Q 21 ON PAGE 11**
Polish	11	
Portuguese	12	
Vietnamese	13	
Cambodian	14	
Other **(PLEASE SPECIFY)**	15	

____

21. How well do you do the following?

(CIRCLE ONE ON EACH LINE)

	Very Well	Well	Not Well	Not at all
a. Understand your native language	1	2	3	4
b. Speak your native language	1	2	3	4
c. Read your native language	1	2	3	4
d. Write your native language	1	2	3	4

22. What is your religious background?

(CIRCLE ONE)

Baptist	01
Methodist	02
Lutheran	03
Presbyterian	04
Episcopal	05
Pentecostal	06
Other Protestant	07
Roman Catholic	08
Eastern Orthodox	09
Mormon	10
Other Christian	11
Jewish	12
Moslem	13
Eastern Religion (Buddhist, Hindu, Tao)	14
Other Religion	15
None	16

THANK YOU FOR YOUR COOPERATION

Appendix L

Critical Items, Abbreviated Questionnaire Items, and Refusal Conversion Items from the Second Follow-Up Student and Dropout Questionnaires and New Student Supplement

Critical Items on NELS:88 Second Follow-Up Student Questionnaire

F2S1	Name, address, and phone
F2S2A	Mother alive; same address and phone
F2S2B	Mother's name, address, and phone
F2S2C	Mother work; phone
F2S3A	Father alive; same address and phone
F2S3B	Father's name, address, and phone
F2S3C	Father work; phone
F2S4A	Relative/friend's name, address, and phone
F2S5B	Social security number
F2S6A	What grade
F2S11	Last unexcused absence
F2S12A	Present high school program
F2S25A	Time spent on math
F2S25B	Time spent on science
F2S25C	Time spent on English
F2S25D	Time spent on history/social studies
F2S25E	Time spent on all other subjects
F2S25F	Total time spent on homework
F2S40A	Importance of success in line of work
F2S40B	Importance of marrying right person
F2S40C	Importance of lots of money
F2S40D	Importance of strong friendships
F2S40E	Importance of steady work
F2S40F	Importance of helping others
F2S40G	Importance of giving child better chance
F2S40H	Importance of living near parents
F2S40I	Importance of getting away from area
F2S40J	Importance of correcting inequalities
F2S40K	Importance of children
F2S40L	Importance of leisure time
F2S40M	Importance of getting away from parents
F2S40N	Importance of becoming expert in work
F2S40O	Importance of good education
F2S44A	Taken/planning to take Pre-SAT
F2S44B	Taken/planning to take SAT
F2S44C	Taken/planning to take ACT
F2S44D	Taken/planning to take AP test
F2S44E	Taken/planning to take ASVAB
F2S44F	Taken/planning to take other admissions test
F2S60A	Number of schools applied
F2S60B	Name, location of school, accepted, financial aid
F2S64	Job expected after high school, age 30
F2S76	Have children of own
F2S86A	Ever worked for pay
F2S86B	Last worked for pay
F2S95	Days absent to care for child

F2S96A	Family moved to new home last two years
F2S96B	Parents divorced/separated last two years
F2S96C	Parent got married last two years
F2S96D	Parent lost job last two years
F2S96E	Parent started work last two years
F2S96F	Parent got a better job
F2S96G	Seriously ill/disabled last two years
F2S96H	Parent died last two years
F2S96I	Close relative died last two years
F2S96J	Unmarried sister pregnant last two years
F2S96K	Sibling dropped out last two years
F2S96L	Family went on welfare last two years
F2S96M	Family went off welfare last two years
F2S96N	Family member seriouly ill last two years
F2S96O	Family member used illegal drugs last two years
F2S96P	Family member in rehab program last two years
F2S96Q	Family member victim of crime last two years
F2S107	English native language
F2S108	How frequently use native language
	Transcript release form*
F2S114	Graduation date
F2S115	Reason graduated early
F2S118A	Working full-time first week 2/92
F2S118B	Taking college courses first week 2/92
F2S118C	Taking vocational or technical courses first week 2/92
F2S118D	Apprenticeship program first week 2/92
F2S118E	Armed forces first week 2/92
F2S118F	Homemaker first week 2/92
F2S118G	Temporary layoff first week 2/92
F2S118H	Looking for week first week 2/92
F2S118I	Taking break from work first week 2/92
F2AS119	Full-time or part-time employed
F2S121A	Most recent or current job
F2S126	Current or most recent secondary school attended

* Variable name not assigned

Critical Items on NELS:88 Second Follow-Up Dropout Questionnaire

F2D1	Name, address, and phone
F2D2A	Mother alive; same address and phone
F2D2B	Mother's name, address, and phone
F2D2C	Mother work; telephone
F2D3A	Father alive; same address and phone
F2D3B	Father's name, address, and phone
F2D3C	Father work; telephone
F2D4A	Relative/friend's name, address, and phone
F2D5A	Marital status
F2D5F	Social Security number
F2D6	Month and year last attended school
F2D7	Grade in then
F2D8	Passed that grade
F2D9A	Left school because I had a job
F2D9B	Left school because I didn't like school
F2D9C	Left school because I couldn't get along with teachers
F2D9D	Left school because I couldn't get along with other students
F2D9E	Left school because I wanted to have a family
F2D9F	Left school because I was pregnant
F2D9G	Left school because I became the parent of a baby
F2D9H	Left school because I had to support my family
F2D9I	Left school because I was suspended
F2D9J	Left school because I didn't feel safe at school
F2D9K	Left school because I wanted to travel
F2D9L	Left school because my friends had dropped out of school
F2D9M	Left school because I had to care for a member of my family
F2D9N	Left school because I was expelled from school
F2D9O	Left school because I felt I didn't belong at school
F2D9P	Left school because I couldn't keep up with schoolwork
F2D9Q	Left school because I was getting poor grades
F2D9R	Left school because I got married
F2D9S	Left school because I transferred and didn't like new school
F2D9T	Left school because I couldn't work and go to school
F2D9U	Left school because I had a drug or alcohol problem
F2D9V	Left school for other reason
F2D10A	Left school for more than a month before last time left school
F2D15	Name and address of last school attended
F2D17A	Leaving school a good decision
F2D20	High school program
F2D21A	When I stopped going to school someone there offered to send me to another school
F2D21B	When I stopped going to school someone there offered to put me in a special program
F2D21C	When I stopped going to school someone there offered special tutoring
F2D21D	When I stopped going to school someone there offered to help me make up work
F2D21E	When I stopped going to school someone there offered help with personal problems
F2D21F	When I stopped going to school someone there said I could return if kept a GPA
F2D21G	When I stopped going to school someone there said I could return if less absences
F2D21H	When I stopped going to school someone there said I could return if followed rules

F2D21I	When I stopped going to school someone there tried to talk me into staying
F2D21J	When I stopped going to school someone there told me I couldn't come back
F2D21K	When I stopped going to school I was expelled
F2D21L	When I stopped going to school someone there called or visited my home
F2D30A	When I stopped going to school my parents offered to send me to another school
F2D30B	When I stopped going to school my parents offered to put me in a special program
F2D30C	When I stopped going to school my parents offered special tutoring
F2D30D	When I stopped going to school my parents offered to help me make up work
F2D30E	When I stopped going to school my parents offered help with personal problems
F2D30F	When I stopped going to school my parents tried to talk me into staying
F2D30G	When I stopped going to school my parents told me it was "OK" to leave
F2D30H	When I stopped going to school my parents were upset
F2D30I	When I stopped going to school my parents punished me for leaving school
F2D30K	When I stopped going to school my parents told me it was my decision to make
F2D22K	When I stopped going to school my parents called my principal/teacher
F2D22L	When I stopped going to school my parents called a school counselor
F2D22M	When I stopped going to school my parents offered to arrance for outside counseling
F2D23A	Since leaving school enrolled in technical, vocational, or trade school
F2D23B	Since leaving school enrolled in a community college tech, voc, or trade program
F2D23C	Since leaving school enrolled in a community college academic program
F2D23D	Since leaving school enrolled in a four year college or university
F2D23E	Since leaving school enrolled in a GED program
F2D31	Plan to get a GED, high school diploma or equivalent
F2D36A	Importance of success in line of work
F2D36B	Importance of marrying right person
F2D36C	Importance of lots of money
F2D36D	Importance of strong friendships
F2D36E	Importance of steady work
F2D36F	Importance of helping others in my community
F2D36G	Importance of giving child better chance
F2D36H	Importance of living near parents and relatives
F2D36I	Importance of getting away from community
F2D36J	Importance of correcting inequalities
F2D36K	Importance of children
F2D36L	Importance of leisure time
F2D36M	Importance of getting away from parents
F2D36N	Importance of becoming an expert in field of work
F2D36O	Importance of getting a good education
F2D40A	Job expect or plan to have at age 30
F2D45A	Kind of work done for pay on current or most recent job
F2D45K	Earnings per hour on current or most recent job
F2D45L	Hours usually worked at job
F2D59A	How many friends dropped out of school
F2D59B	How many friends have no plans to go to college
F2D59C	How many friends plan to have full-time job after high school
F2D59D	How many friends plan to attend a two-year community college or tech school
F2D59E	How many friends plan to attend a four-year college or university
F2D66	Any children of own

F2D79	When in school, days missed because babysitting
F2D80A	Family moved to new home last two years
F2D80B	Parents divorced/separated last two years
F2D80C	Parent got married last two years
F2D80D	Parent lost job last two years
F2D80E	Parent started work last two years
F2D80F	Parent got a better job
F2D80G	Seriously ill/disabled last two years
F2D80H	Parent died last two years
F2D80I	Close relative died last two years
F2D80J	Unmarried sister pregnant last two years
F2D80K	Sibling dropped out last two years
F2D80L	Family went on welfare last two years
F2D80M	Family went off welfare last two years
F2D80N	Family member seriouly ill last two years
F2D80O	Family member used illegal drugs last two years
F2D80P	Family member in rehab program last two years
F2D80Q	Family member victim of crime last two years
F2D89	Is English native language
F2D91A	How well understand spoken English
F2D91B	How well speak English
F2D91C	How well read English
F2D91D	How well write English

Critical Items on NELS:88 Second Follow-Up New Student Supplement

F2N1	Name
F2N2	Sex
F2N3	Birthdate
F2N8A	Father's education
F2N8B	Mother's education
F2N12A	Family has a specific place for study
F2N12B	Family has a daily newspaper
F2N12C	Family has a regularly received magazine
F2N12D	Family has an encyclopedia
F2N12E	Family has an atlas
F2N12F	Family has a dictionary
F2N12G	Family has a typewriter
F2N12H	Family has a computer
F2N12I	Family has an electric dishwasher
F2N12J	Family has a clothes dryer
F2N12K	Family has a washing machine
F2N12L	Family has a microwave oven
F2N12M	Family has more than 50 books
F2N12N	Family has a VCR
F2N12O	Family has a pocket calculator
F2N12P	I have a room of my own
F2N13A	Tenth grade spring 1990
F2N13B	Living in U.S. spring 1990
F2N14A	Eighth grade spring 1988
F2N14B	Living in U.S. spring 1988
F2N15	School type eighth, tenth grade
F2N16	Ever held back a grade, which grade
F2N17	Race/ethnicity
F2N18	Asian or pacific islander subcategory
F2N19	Hispanic subcategory
F2N20	Native language

NELS:88 Second Follow-Up Student Questionnaire Items Excluded from Questionnaire Version Used for Telephone Administration

The following items were dropped from the NELS:88 second follow-up student questionnaire for telephone administration:

F2S41	What people think is most important thing after high school
F2S66	How respondent feels about self
F2S67	How respondent thinks about own future
F2S70	Are respondent's friends in gangs
F2S71	Does respondent belong to gang
F2S72	Age respondent expects important life events to occur
F2S83	Frequency of marijuana usage
F2S84	Frequency of cocaine usage

F2S99	Who makes decisions in family about things that affect respondent
F2S100	Respondent's relationship with parent(s)/guardian(s)

NELS:88 Second Follow-Up Dropout Questionnaire Items Excluded from Questionnaire Version Used for Telephone Administration

The following items were dropped from the NELS:88 second follow-up dropout questionnaire for telephone administration:

F2D27K	People who referred respondent to alternative program
F2D35	Time spent on extra-curricular activities
F2D45	Current or most recent job
F2D57	How respondent feels about self
F2D58	How respondent thinks about own future
F2D61A	Are respondent's friends in gangs
F2D61B	Does respondent belong to a gang
F2D62	Age respondent expects important life events to occur
F2D73	Frequency of marijuana usage
F2D74	Frequency of cocaine usage
F2D81	Who makes decisions in family about things that affect respondent
F2D82	Respondent's relationship with parent(s)/guardian(s)

NELS:88 Second Follow-Up Student Questionnaire Items Included on Questionnaire Used for Refusal Conversion

In addition to locating information, the following items were included on the refusal conversion variant of the NELS:88 second follow-up student questionnaire:

F2S5A	Date survey completed
F2S5B	Social security number
F2S6A	What grade
F2S6B	Upon completion of school program what respondent will receive
F2S10	Main reason for last absence from school
F2S12A	Present high school program
F2S46	How respondent will spend summer (1992)
F2S49	Will respondent go to school directly after high school
F2S60B	Name, location of school, accepted, financial aid
F2S76	Does respondent have any children of own
F2S77	Birthdate of first child
F2S86A	Ever worked for pay
F2S86B	Last worked for pay
F2S88	Hours worked per week on current/most recent job during school year
F2S91	Amount earned per hour current/most recent job
F2S107	English native language
F2S109	English proficiency

NELS:88 Second Follow-Up Dropout Questionnaire Items Included on Questionnaire Used for Refusal Conversion

In addition to locating information, the following items were included on the refusal conversion variant of the NELS:88 second follow-up dropout questionnaire:

F2D5A	Marital status
F2D5B	Date married current spouse
F2D5E	Date survey completed
F2D5F	Social security number
F2D6	Month and year last attended school
F2D7	Grade in when last attended school
F2D8	Did respondent pass last grade attended in school
F2D9A	Possible reasons why respondent left school
F2D10B	Date first time left school more than a month
F2D11	Date returned to school
F2D12A	Left school for a second time for more than a month
F2D12B	Date second time respondent left school
F2D14A	Attendance in school during the 1990-91 school year
F2D15	Name and address of last school attended
F2D20	High school program
F2D31	Plan to get a GED, high school diploma or equivalent
F2D44A	Number of jobs since high school
F2D44B	Months worked either full- or part-time
F2D45B-D	Respondent's job, industry, and duties
F2D45J	Starting pay per hour for current/most recent job
F2D66	Does respondent have any children of own
F2D67	Birthdates of children
F2D76A-B	Who lives in same household with respondent-- relationships and numbers
F2D89	Is English native language
F2D91	English proficiency

Appendix M

NELS:88 Second Follow-Up Content Areas:

Student, Dropout and School Components

Content areas and corresponding questions in NELS:88 Second Follow-Up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Dropout	School
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice	23 Enrolled in educational institution since left school 25-30 Alternative programs 31-32 Plans to get high school diploma or GED	6-7 Typical academic load for seniors, how many in which instructional programs 10 Where do students take vocational classes 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Armed Forces	48 Plans to join Armed Forces, which branch, why	56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	40 Job expectations 44-47 Jobs held since high school 48-50 Training programs participated in	9, 19 What vocational services does school offer, what percentage of students use those services 15 What school-work transition programs does school offer 16-17 Does school have vocational programs, how do students get into those programs 20 Does school have a relationship with the local business community
Applying to colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part time teachers does school have 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	58 Thoughts on life chances 62 Ages will assume roles and activities 68 Who helps to take care of child 88 Attends religious services	18 Which community, training, motivation programs are available
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	90-91 How well student understands, speaks, reads and writes English 92 Receive help in reading, writing, or speaking English when in school; what type of help 93 Would have stayed in school if knowledge of English was better 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) 48 What grades are offered English language programs

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CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	**Dropout**	**School**
School climate	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school	9-14 Event history series on dropping out of school 18 Last school's climate	1-2 Total student and 12th grade enrollments in school 56-57 School climate 58 Which factors influence students to drop out of your school 59 Principal's influence 60 School's relationship with different groups 62 Which factors influence how the principal is evaluated by superiors
School climate (continued)	26 Who tutored student (besides parents) 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities		
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	12 Description of current high school program 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 29 Services received from alternative program	4 School type 5 How many days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	37 Parental aspirations for respondent's education 38 Respondent's educational expectations 40B Have enough skills now for career in five years 40C Education needed to get job planned to have when 30 years old	14 How many colleges send representatives to meet students 27 What percentage of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships

	Student	Dropout	School
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part-time teachers does school have 30-36 How is school broken down into subject areas/departments, how are heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse	
Family, home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes 55 What percentage of 12th graders' parents have met with staff 61 How often are parents notified about student's progress/behavior
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, what type, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	48 What grades are offered English language programs

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	Dropout	School
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	19 Frequency of cutting class and other disciplinary problems in last school 57 Self-esteem	58 Which factors influence students to drop out of your school 60 School's relationship with different groups
School programs	12 Description of current school program, access into program	20 Description of last high school program	7 How many seniors are in which instructional programs 49 How many seniors are in advanced placement classes
Transition from school to college/ work	41 What do people think is most important for student to do right after high school		16-17 Does school have vocational programs, how do students get into those programs 18 Which community, training, motivation programs are available to 12th graders 20 Does school have a relationship with the local business community
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)

CONTENT CATEGORY: 4. DROPPING OUT

	Student	Dropout	School
Dropping out		6-8 When did respondent last attend school, what grade, did respondent pass that grade 9-16 Event history series on dropping out of school 17 Was leaving school a good decision, why 21 School's response to respondent dropping out 22 Parents' response to respondent dropping out 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 25-30 Alternative programs 31 Plans to get a high school diploma or GED	26 What percent of 12th graders drop out before graduation 58 Which factors influence students to drop out of your school
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in math class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	18 Last school's climate	55 What percentage of 12th graders' parents have met with staff 56-57 School climate 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program	25 What percentage of student body receives special learning/access services 42-47 Competency tests
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	31 Plans to get a high school diploma or GED 37 Parental aspirations for respondent's education 38 Respondent's educational expectations 39 People talked to respondent about continuing education 40-43 Job expectations, recent job search 44-46 Jobs held since high school 47 Where respondent spent earnings 48-50 Participated in training programs	14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate/ teacher interaction		29 How many full-time and how many part-time teachers does your school have

	Student	Dropout	School
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse 76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th greaders from one-parent homes
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92A Received help in English 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)

CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	**Dropout**	**School**
School programs	14 Participation in Upward Bound program	15 Name and location of last school attended	6 Typical academic load for seniors
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	31-34 Plans to get a high school diploma or GED 44-46 Details on jobs held since high school 48-50 Participated in training programs	
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school
Armed Forces		51A, 52B Served in any branch of the Armed Forces, currently on active duty 56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	Dropout	School
School climate	7 School climate, teacher interaction 8 Safety in school	18 Last school's climate	1-2 Total student and 12th grade enrollments in school 21 What is average daily attendance rate for 12th grade students 55 What percentage of 12th graders' parents have met with staff 56-57 School climate 58 Which factors influence students to drop out of your school 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior 62 Which factors influence how the principal is evaluated by superiors
Dropping out		21 Plans to get a high school diploma or GED 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school)	26 What percent of 12th graders drop out before graduation
School programs	14 Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	25-30 Alternative programs	4 School type 5 How many days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 49 How many seniors are in advanced placement classes
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	38 Respondent's educational expectations	15 What school-work transition programs does school offer 17 How do students get into vocational programs 20 Does school have a relationship with the local business community
Applying for colleges	57 Help from school in applying for colleges		27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate/teacher interaction		29 How many full-time and how many part-time teachers does your school have 30-36 How is school broken down into subject areas/departments, how are department heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards

	Student	Dropout	School
Family, home, friends	68 Importance of peer group activities	59 Activities of respondent's friends 60 Importance of peer group activities	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes
Language use			24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) 48 What grades are offered English language programs

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	Dropout	School
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	22 Parent's response to respondent dropping out 37 Parental aspirations for respondent	55 What percentage of 12th graders' parents have met with staff 58 Which factors influence students to drop out of your school 61 How often are parents notified about student's progress/behavior
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	76 Who lives in same household with respondent 80 Family related events 81 Who makes decisions in family 82 Respondent's perception of relationship with parents	23 Percentage of 12th graders from one-parent homes

Appendix N

NELS:88 Second Follow-Up Content Areas:

Student, Teacher and Parent Components

Content areas and corresponding questions in NELS:88 second follow-up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Teacher	Parent
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 23B Vocational teacher practice	I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior II-6 How many students in class are from minority racial/ethnic groups II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests	30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 38 Why did teen stop attending school 40 School's reaction to teen's repeated absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ do parents contact school 45 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Mathematics class	19-22 Mathematics teacher/class	II-17 Feelings about explaining "whys" of mathematics	
Science class	15-18 Science teacher/class	II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies	
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	I-18 Written job recommendation for student I-19 Discussed college programs and college and career choices with student	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held
Applying for colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue	I-18 Written recommendation for student for postsecondary institution	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen
Teaching staff characteristics	7 School climate and teacher interaction	IV-2 Race/ethnicity of teacher IV-3 Sex of teacher IV-4-15 Teacher's years teaching, certification, educational background, and subject areas of instruction	
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	I-6 Has spoken to student's parents about academic performance, behavior	11-17 Parents' occupations 20-21 Ethnic background

	Student	Teacher	Parent
Family Finances	58 Steps taken to learn about applying for financial aid		6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 78 Teen plans to continue education 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	Teacher	Parent
School program	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 12 Description of current high school program 23B Vocational teacher practice 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities	I-2-5 Student's motivation, behavior I-6-7 Has spoken to student's parents about academic performance, behavior, parental involvement I-8 Difficulty of class related to student I-11 Does student perform below ability I-12 Does student always finish homework I-13-16 Student's attention, behavior in class I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior II-3-4 Which "track" is class, achievement levels II-5 Number of students in class II-7 Why teaching this class II-8-9 Amount of homework given daily, recording of who has completed it II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 Which whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school

	Student	Teacher	Parent
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-2 Is student motivated to get good grades I-6 Discussed student's absenteeism with parents	35 Teen has been suspended or expelled 36 Teenager missed 10 or more school days 37 Teenager missed 21 or more school days 38 Reasons for teens absences 39 How parent responded to absence 40 How school responded to absence 43&44C Contact between school and parent about teen's attendance record
Mathematics class	19-22 Mathematics teacher/class	II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics	
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies	
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	I-2 Student motivated to get good grades I-4 Students motivated to attend postsecondary institution I-19 Teacher discussed college with student	49 How often discusses school, personal and vocational topics with teenager
Teaching staff characteristics	7 School climate and teacher interaction	IV-1-3 Sex, race/ethnicity, year of birth of teacher IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching	

	Student	Teacher	Parent
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 78 Who helps to take care of child 80-85 Substance abuse	I-3 Student relates well to others	48 Family decision making rules 50 Family social activities 57 Substance abuse and teenager
Home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-7 Has teacher discussed student's behavior or performance with parents	6 How many people are financially dependent on parent 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 58 How many years lived at present address
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is English student's native language I-10 Is student's ability limited by English proficiency	22-23 What is native language 24-25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	Teacher	Parent
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	I-8 Difficulty of class related to student I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior	34 Reason teen changed schools 41 Satisfaction with teen's education 43-44 Interaction between school and parents 46 Parent's knowledge of teen's education
Mathematics class		II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics	
Science class		II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology and Chemistry class	
School program	12 Description of current school program, access into program	II-3-4 Which "track" is class, achievement levels II-5 Number of students enrolled in class	13-17 Occupation of parent and spouse 34d,j Family moved for special school programs, courses 42 Parents perception of school policies and programs 43-44 Contact between parent and school about teen's education 46 Parent's familiarity with teen's school progress 61 Parental expectations of teen's educational advancement 63,65 Communication between parent & teen about postsecondary opportunities
Teaching staff characteristics		IV-4-5 Years taught, years taught in this school IV-11-12 Teacher's subject areas of instruction	
Transition from school to college/ work	41 What do people think is most important for student to do right after high school	I-4 Student motivated to pursue postsecondary education	45 Teen attended program about postsecondary opportunities 74 Family income
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to	II-3 Which "track" is class II-4 Achievement levels of students in class	61 How far parent wants teen to go 62 Parent's preparation with teen for standardized tests 63 Discussions with teen about college 64 Has teen applied for college/ vocational school
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	I-9 Is student's native language English I-10 Is student limited English proficient	22-28 Parent/family language use

CONTENT CATEGORY: 4. DROPPING OUT

	Student	Teacher	Parent
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in mathematics class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	I-5 Does student talk to teacher outside of class about school work II-6 How many students are from minority racial/ethnic groups II-9 How homework is recorded III-13 Who at school has helped teacher improve teaching or solve a classroom problem	41-42 Feelings about aspects of teen's school
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-13-16 Student's absenteeism, tardiness, attention, behavior in class	35 Teen has been suspended or expelled 36 Teenager missed 10 or more school days 37 Teenager missed 21 or more school days 38 Reasons for teen's absences 39 How parent responded to absence 40 How school responded to absence 51 Family roles about school attendance
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	I-6 Teacher has discussed student's behavior and performance with parents III-12 Persons with whom teacher discussed student performance	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 41 How satisfied with teen's high school education 43-44 How often does school contact parents/ do parents contact school 45-46 Parental involvement in school and teen's courses
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	I-4 Does student seem motivated to pursue postsecondary education	61 Parental expectations of teen's educational advancement 63 Communication between parent and teen about postsecondary opportunities 71 Has teen worked for pay 72-73 Teen's jobs held
Teaching staff characteristics	7 School climate/ teacher interaction	III-2 Perceptions of the teacher's efficacy IV-14 Teacher Satisfaction IV-22 Days teacher missed school IV-23 Formal observations of teacher's class	

	Student	Teacher	Parent
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-6 Teacher has discussed student's behavior and performance with parents III-1 Amount of teacher control in classroom III-15 Teacher's perception of school rules for student behavior III-16 Teacher's perceptions of problems with students at school	2-5 Teen's current living situation 7 Marital status 11-17 Parents' occupations 8-10 Who lives in household, number under/ over 18 years old 48 Family decision making rules 49 Interaction between parents about teen 50 Family social activities 57 Substance abuse and teenager 58-60 How many years lived at present address, how respondent feels about community 74 Total family income 76-77 Amount of current educational expenses
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	Teacher	Parent
School programs	14 Participation in Upward Bound program	III-1,2,5 Perceptions of teacher efficacy III-6 Departmental support of teaching III-7 Perceptions of school policies	45-46 Parental involvement in school and teen's courses
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	III-1,2,5 Perceptions of teacher efficacy	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held 78 Teen plans to continue education
Family finances	58 Steps taken to learn about applying for financial aid		74 Total family income 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-91 Amounts expected to spend, borrow for teen's education
Family, home, friends	67 Thoughts on life chances 72 Ages will assume roles and activities 100 Perception of relationship with parents		49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue	I-18 Wrote recommendations for student for postsecondary education or jobs I-19 Has student discussed college or career choices with teacher	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	Teacher	Parent
School climate	7 School climate, teacher interaction 8 Safety in school	II-6 How many students are from minority racial/ethnic groups III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students. III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 With whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school	42 Thoughts about teen's school climate, teaching and program 43-44 Contact between parents and school about teen's education 47 Parental influence in school functioning
Mathematics class	19-22 Mathematics teacher/class	II-7 Why teacher assigned to class II-14 Emphasis on different mathematical objectives II-15 Topics covered in mathematics class II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed	
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed	
School programs	14 Upward Bound 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	II-7 Why teaching this class II-8 Amount of homework given daily II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching IV-16-21 Teacher in-service and enrichment programs IV-23 Formal observation of teacher's class	41 How satisfied with teen's education 42 Parents perceptions of school's policies and programs 47 Parental influence on school policies and programs

	Student	**Teacher**	**Parent**
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	I-18 Teacher has written recommendations for college and work for student I-19 Teacher has discussed college and career choices with student	43-44 Interaction between school and parents 45 Parent's attendance at school programs about postsecondary opportunities for teen 56 Communication with parents of teen's friends 70 Sources of information about postsecondary opportunities 84 Who parents discussed postsecondary transition with
Applying for colleges	57 Help from school in applying for colleges	I-18 Teacher has written recommendations for college and work for student	45 Parent's attendance at school programs about postsecondary opportunities for teen 70 Sources of information for postsecondary decisions 84a Talked with high school counselor about financial aid
Teaching staff characteristics	7 School climate/teacher interaction	IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching	
Family, home, friends	68 Importance of peer group activities	I-3 Student relates well to others	60 Safety of neighborhood

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	**Teacher**	**Parent**
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	I-6 Spoken to student's parents about academic performance, behavior I-7 Parental involvement in student's performance I-14 How often is student tardy III-11 Teacher discusses curriculum issues with parents at school	30 Is teenager currently in school 35 Has teen ever been suspended, expelled from school 36-37 In last 2 years has teen missed 10+ consecutive school days/ 21+ consecutive school days for reasons other than illness 38 In reference to teen's longest absence from school, why did teen stop attending 39 What actions did parents take for teen's absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ parents contact school 45-46 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	I-7 Parental involvement in student's performance	2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 48 Who makes decisions in household on various independence issues 49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager 51 Are there family rules about maintaining grades, doing homework, attending school 52 Importance of different values in a teenager 57 Substance abuse and teenager, teenager's friends

	Student	Teacher	Parent
Home, community relations	29 Have been recognized by school or community 36 Feelings about youth service programs 37-39 Have participated in volunteer/community service, why, through what organizations 97 Do parents know student's friends parents		2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/over 18 years old 11-17 Parents' occupations 18 Changes in marital status 25 Ability using English 26 Difficulties encountered because of lack of English 53-54 Familiarity with teen's friends 55-56 How often does parent talk to parents of teen's schoolmates, friends 58-60 How many years lived at present address, how respondent feels about community
Applying for colleges	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education		61 Educational aspirations for teenager 62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen 78 Teen plans to continue education
Family finances			6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial education 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education

Appendix O

Glossary of NELS:88 Terms

Glossary of NELS:88 Terms

Note: Words in the glossary have been cross-referenced. If a word used in a definition has its own entry elsewhere in the glossary, the word appears in italics in its first usage under each entry.

Alternative completer: The NELS:88 second follow-up distinguished three levels of enrollment status: students enrolled in a regular high school program, *dropouts* who had enrolled in (or had completed) some alternative (non-diploma) high school equivalency accrediting program (for example, preparation classes for the *GED test*), and dropouts receiving no alternative instruction. The term "alternative completer" was used for dropouts receiving any sort of instruction to prepare them for equivalency certification, and for dropouts who had already received the GED or other equivalency certification. In terms of questionnaire completion, alternative completers were treated in two ways. Dropouts receiving alternative instruction in preparation for possible equivalency certification were administered the dropout questionnaire. Those dropouts who had received the GED or other high school equivalency certification were treated as school completers, and were administered the *student questionnaire*.

ASCII: American Standard Code for Information Interchange. A standard method for encoding characters; includes codes representing upper and lower case letters, numerals, and punctuation.

Augmentation students: See State augmentation students.

Base year ineligible (BYI) study: A NELS:88 First Follow-Up study which sought to locate and survey eligible respondents who were part of the Base Year *sample*, yet were ineligible to participate in the Base Year due to mental or physical incapacity, language barrier, or other factors. (See entry for "Followback study of excluded students.")

Bias (due to nonresponse): Difference that occurs when respondents differ as a group from nonrespondents on a characteristic being studied.

Bias (due to undercoverage): This bias arises because some portion of the potential sampling frame is missed or excluded. For example, if the school list from which a school *sample* is drawn is incomplete or inaccurate, school undercoverage may occur. In NELS:88 the most important potential source of undercoverage bias was exclusion of 5.37 percent of the potential sample of eighth graders in the base year. (See entry for "Base year ineligible study" and "Followback study of excluded students.")

Bias (of an estimate): The difference between the expected value of a *sample* estimate and the corresponding true value for the *population*.

Burden: Formally, this is the aggregate hours realistically required for data providers to participate in a data collection. Burden also has a subjective or psychological dimension: the degree to which providing information is regarded as onerous may depend on the salience to the respondent of the questions that are being posed and on other factors such as competing time demands.

BY: NELS:88 Base Year Study conducted in 1988.

Carnegie units: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

CCD: Common Core of Data. Data annually collected from all public schools in the United States by the National Center for Education Statistics.

CD-ROM: Compact Disc Read-Only Memory. A computer storage disc in the same physical form as an audio CD. A CD-ROM can store approximately 650 megabytes of digital data. NELS:88 data are available both in magnetic media, such as tapes, as well as in optical laser disc media, such as CD-ROM.

Ceiling effect: The result of a cognitive test having insufficient numbers of the more difficult items. In a *longitudinal* study, ceiling effects in the follow-up testings can cause change scores to be artificially constrained for high ability examinees. More information (that is, smaller error of measurement) is obtained with respect to ability level if high ability individuals receive relatively harder items (and if low ability individuals receive proportionately easier items). The matching of item difficulty to a person's ability level yields increased *reliability* at the extremes of the score distribution where it is most needed for studies of longitudinal change. That is, the measurement problems related to *floor* and ceiling effects in combination with regression effects found at the extreme score ranges seriously hamper the accuracy of change measures in longitudinal studies. Hence one strategy employed in NELS:88 to minimize ceiling effects was to develop test forms that are "adaptive" to the ability level of the examinee. The multilevel tests used in the first and second follow-ups of NELS:88--with test assignment based on prior test performance--work to minimize the possibility of ceiling effects biasing the estimates of the score gains. (See entry for "Floor effect.")

Certainty school: A first or second follow-up school attended by four or more NELS:88 *sample* members, as determined by *tracing* and data collection efforts. These schools are included in the sample with certainty (probability = 1). All NELS:88 first follow-up sample members in the school at the time of data collection were included in the second follow-up.

Closed-ended: A type of question in which the data provider's responses are limited to given alternatives (as opposed to an *open-ended* question. See entry for "Open-ended.")

Cluster size: The number of NELS:88 *sample* members attending a particular high school.

Codebook: A *record* of each variable being measured, including variable name, columns occupied by each variable in the data matrix, values used to define each variable, unweighted frequencies, unweighted percents, and weighted valid percents. (See entry for "electronic codebook.")

Cognitive test battery: One of the two parts of the Student Survey (the second part being the *student questionnaire*). Four achievement areas (mathematics, reading, science, and social studies [history/citizenship/geography]) were measured.

Cohort: A group of individuals who have a statistical factor in common, for example, year of birth or grade in school or year of high school graduation. NELS:88 embraces three overlapping but distinct nationally-representative grade cohorts: 1987-88 eighth graders, 1989-90 high school sophomores, and 1991-92 high school seniors.

Composite variables: A composite variable is one that is constructed through either the combination of two or more variables (socioeconomic status, for example) or calculated through the application of a mathematical function to a variable. Also called a "derived variable" or "constructed variable."

Confidence interval: A *sample*-based estimate expressed as an interval or range of values within which the true *population* value is expected to be located (with a specified degree of confidence).

Contextual data: In NELS:88, the primary unit of analysis is the student (or *dropout*), and information from the other study components, referred to as the contextual data, should be viewed as extensions of the student data--for example, as *school administrator*, *teacher*, and *parent* reports on the student's school learning environment or home situation.

Core school: School that was selected between Phases 1 and 2 of the Second Follow-Up to receive the full complement (*School Administrator*, *Teacher*, Transcript) of study components, and for in-school data collection sessions.

Core student: Students who are part of the primary *cohort* of NELS:88, in contrast to *state augmentation* or *School Effectiveness Study* students. The core students include those chosen as eighth graders in the 1988 Base Year Study and those added to the *sample* through *freshening* procedures during the First or Second Follow-Up.

Core study: The original NELS:88 study, in contrast to the study with additions and follow-up additions like the *state augmentation* studies and the *School Effectiveness Study*.

Course offerings: School-level summaries of courses offered and of course enrollment levels; while in *HS&B* course offerings data were collected for all schools, in NELS:88 such data have been collected only for schools in the *School Effectiveness Study*.

Cross-sectional survey: A cross-sectional design represents events and statuses at a single point in time. For example, a cross-sectional survey may measure the cumulative educational attainment (achievements, attitudes, statuses) of students at a particular stage of schooling (for example, eighth grade, tenth grade, or twelfth grade). In contrast, a *longitudinal* (or repeated measurement of the same *sample* units) survey measures the change or growth in educational attainments that occurs over a particular period of schooling. The longitudinal design of NELS:88 generates--by means of sample "*freshening*"--three representative cross-sections (eighth graders in 1988, high school sophomores in 1990, seniors in 1992) and permits analysis of individual level change over time through longitudinal analysis and of group level and intercohort change through the cross-sectional comparisons. (See entry for "Longitudinal or Panel Survey.")

Data element: The most basic unit of information. In data processing it is the fundamental data structure. It is defined by its size (in characters) and data type (e.g. alphanumeric, numeric only, true/false, date) and may include a specific set of values or range of values.

Design effect: A measure of *sample* efficiency. The design effect (DEFF) is the *variance* of an estimate divided by the variance of the estimate that would have occurred if a sample of the same size had been selected using simple random sampling. Sometimes it is more useful to work with *standard errors* than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimates from a simple random sample.

Dropout: The term is used both to describe an event--leaving school before graduating--and a status --an individual who is not in school and is not a graduate at a defined point in time. The "*cohort* dropout rate" in NELS:88 is based on measurement of enrollment status of 1988 eighth graders two and four years later (that is, in the spring term of 1990 and the spring term of 1992) and of 1990 sophomores two years later.

A respondent who has not graduated from high school or attained an equivalency certificate and who has not attended high school for 20 consecutive days (not counting any excused absences) is considered to be a dropout. In contrast, transferring schools--for example, from a public to a private school--is not regarded as a dropout event, nor is delayed graduation (as when a student is continuously enrolled but takes an additional year to complete school). A person who drops out of school may later return and graduate: at the time the person left school initially, he or she is called a "dropout," and at the time the person returns to school, he or she is called a "*stopout*."

Early graduate: A student who graduated from high school in less than the typical amount of time. For example, if a student graduated in December of his/her senior year (when the majority of his/her classmates graduate the following May or June), the student is categorized as an early graduate. In the main study data collection, early graduates were administered a special supplement in the *student questionnaire* along with the *cognitive test battery*.

Electronic codebook (ECB): While hardcopy *codebooks* with item stems, response categories, associated response frequency distributions, unweighted percents, and weighted valid percents are contained within the NELS:88 user's manuals, NELS:88 data are also available on *CD-ROM* in an electronic codebook (ECB) format. For example, the electronic codebook created for the combined base year first follow-up NELS:88 data is a menu-driven system that allows users to perform functions such as the following: (a) search a list of NELS:88 *BY-F1* database variables based upon key words or variable names/labels; (b) display weighted and unweighted percentages for each variable in the database; (c) display question text for each variable in the database; (d) select or tag variables for subsequent analysis; (e) generate SAS-PC or SPSS-PC+ program code/command statements for subsequently constructing a system file of the selected variables; and (f) generate a codebook of the selected variables. An electronic codebook is also being prepared for the NELS:88 second follow-up data, and will again be housed on a CD-ROM.

ETS: Educational Testing Service. *NORC*'s subcontractor for NELS:88 cognitive test development and evaluation.

F1: The NELS:88 first follow-up, conducted in 1990.

F2: The NELS:88 second follow-up, conducted in 1992.

File: Refers to a data file containing a set of related computerized *records*.

Floor effect: The result of a cognitive test being too difficult for a large number of the examinees, causing the low ability examinees to receive chance scores on the first testing, and on subsequent testings if the test remains too difficult. Floor effects result in an inability to discriminate among low ability individuals at time one or time two, and there will be no reliable discrimination among examinees with respect to amounts of change. A possible solution, utilized in NELS:88, is to develop test forms that are "adaptive" to the ability level of the examinee, which tends to minimize the possibility of floor effects biasing the estimates of the score gains.

Followback study of excluded students: A continuation in the NELS:88 second follow-up of a special substudy begun in the first follow-up as (see entry for) the *base year ineligibles study*.

Freshening: A NELS:88 sampling procedure by which high school sophomores were added in the first follow-up who were not in the eighth grade in the U.S. two years before. This process was repeated in the second follow-up, adding high school seniors who were not in the eighth grade in the U.S. four years before, and not in the tenth grade in the U.S. two years before. This process ensured that the *sample* would be representative of the 1992 senior class by allowing 1992 seniors who did not have a chance for selection into the base year (or the first follow-up) sample to have some probability of 1992 selection.

GED recipient: A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation. (See entry for "GED test" and "Alternative completer.")

GED test: General Educational Development test. A test administered by the American Council on Education as the basis for awarding a high school equivalent certification.

HS&B: High School and Beyond. The second in the series of *longitudinal* education studies sponsored by NCES. The HS&B Base Year study surveyed sophomore and senior students in 1980.

IEP: Individualized Education Program in special education for students with a mental or physical disability.

IRT: Item Response Theory. A method of estimating achievement level by considering the pattern of right, wrong, and omitted responses on all items administered to an individual student. Rather than merely counting right and wrong responses, the IRT procedure also considers characteristics of each of the test items, such as their difficulty, and the likelihood that they could be guessed correctly by low-ability individuals. IRT scores are less likely than simple number-right or formula scores to be distorted by correct guesses on difficult items if a student's response vector also contains incorrect answers to easier questions. Another attribute of IRT that makes it useful for NELS:88 is the calibration of item parameters for all items administered to all students. This makes it possible to obtain scores on the same scale for students who took harder or easier forms of the test. IRT also permits vertical scaling of the three grade levels (grade 8 in 1988, grade 10 in 1990, grade 12 in 1992).

Item nonresponse: The amount of missing information when a valid response to an item or variable was expected. (See entry for "Unit-nonresponse.")

LEP: Limited English Proficient. A concept developed to assist in identifying those language-minority students (individuals from non-English language backgrounds) who need language assistance services, in their own language or in English, in the schools. (See entries for "NEP" and "LM.") The Bilingual Education Act, reauthorized in 1988 (PL 100-297), describes a limited English proficient student as one who:

1) meets one or more of the following conditions:
    a) the student was born outside of the United States or the student's native language is not English;
    b) the student comes from an environment where a language other than English is dominant; or
    c) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

LM: Language Minority. A fully English proficient student in whose home a non-English language is typically spoken. This groups includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

Longitudinal or panel survey: In a longitudinal design, similar measurements--of the same *sample* of individuals, institutions, households or of some other defined unit--are taken at multiple time points. NELS:88 employs a longitudinal design that follows the same individuals over time, and permits the analysis of individual-level change. (See entry for "Cross-sectional survey.")

Machine editing: Also called forced data cleaning or logical editing. Uses computerized instructions in the data cleaning program that ensure common sense consistency within and across the responses from a data provider.

Microdata (microrecords): Observations of individual *sample* members, such as those contained on the NELS:88 data *files*.

MSA: Metropolitan statistical area. A large population nucleus and the nearby communities which have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. (However, in New England, towns and cities, rather than counties, are the basic units.) MSAs are designated by the Office of Management and Budget (*OMB*). An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. A MSA also includes such additional outlying counties which meet specified criteria relating to metropolitan character and level of community of workers into the central city or counties.

Multidimensional raking: An adjustment procedure in weighting whereby the sum of the weights for each marginal category of respondents in the follow-up rounds of NELS:88 was made equal to the corresponding sum of the final prior round weights for that group.

NAEP: The National Assessment of Educational Progress.

NAIS: The National Association of Independent Schools. This organization endorsed NELS:88. NAIS schools form a base year school sampling stratum in NELS:88, and NAIS constitutes a category within the restricted use *file* school control type variable.

NCEA: The National Catholic Educational Association. This organization endorsed NELS:88.

NCES: The National Center for Education Statistics, Office of Educational Research and Improvement, of the U.S. Department of Education. This governmental agency is the primary sponsor of NELS:88, and is also the sponsoring agency for (among other studies) *NAEP*, *HS&B*, and *NLS-72*.

NELS:88: The National Education Longitudinal Study of 1988. Third in the series of *longitudinal* education studies sponsored by NCES. The study began in 1988 with the eighth-grade class of that year. The study has collected data in 1988, 1990, and 1992 on student's school experiences, as well as background information from *school administrators*, *teachers* and *parents* (in the base year and second follow-up only). The study seeks to learn about students' educational experiences and outcomes from eighth grade through high school and beyond.

NEP: No English Proficiency. A student who does not speak English. (See entry for "LEP.")

New Basics: In its report *A Nation At Risk: The Imperative for Educational Reform* (1983), the National Commission on Excellence in Education recommended that all high school students "be required to lay the foundations in the Five New Basics by taking the following curriculum during their four years of high school: (i) 4 years of English; (ii) 3 years of mathematics; (iii) 3 years of science; (iv) 3 years of social studies; and (v) one-half year of computer science." A more stringent version of the New Basics was offered by Secretary of Education William Bennett in 1988 (*American Education, Making It Work: A Report to the President and the American People)*, comprising the scheme above, plus a minimum of two years of foreign language. Summary composite variables, reflecting various interpretations of the New Basics, were created for the HS&B and NAEP high school transcript studies; the NELS:88 transcript study provides both HS&B and NAEP equivalent New Basics variables.

NLS-72: The National Longitudinal Study of the High School Class of 1972. This project was the first in the series of *longitudinal* education studies sponsored by NCES.

Noncertainty schools: Schools in which fewer than four (three, two or one) NELS:88 students attended. These schools were not subsampled for participation in the *School Administrator, Teacher*, and Transcript components. Additionally, the survey instruments were not administered in group sessions in the schools, as was done in the *certainty schools*.

Nonresponse: (See entry for "Item nonresponse" and "Unit nonresponse.")

Nonsampling error: An error in *sample* estimates that cannot be attributed to sampling fluctuations. Such errors may arise from many sources including imperfect implementation of sampling procedures, differential unit or *item nonresponse* across subgroups, *bias* in estimation, or errors in observation and recording.

NORC: The National Opinion Research Center at The University of Chicago. NORC conducts NELS:88 for the National Center for Education Statistics.

NSF: The National Science Foundation, which is one of the sponsors of NELS:88. The National Science Foundation awards grants and contracts to individuals and organizations to conduct research. NSF sponsored two components of the second follow-up: 1) additions to the *student questionnaire* to learn about students' experiences and their exposure to mathematics and science curricula, and 2) a *teacher survey* of mathematics and science teachers to obtain evaluations of their NELS:88 student(s) and to learn about their classroom practices and background preparation for teaching.

OBEMLA: The Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education. OBEMLA funded a NELS:88 supplement that inquired into the education experiences of students whose native language is other than English.

OMB: The Office of Management and Budget, U.S. Executive Branch. OMB is a federal agency with the responsibility for reviewing all studies funded by executive branch agencies. OMB reviewed, commented on, and approved the NELS:88 questionnaires, as indicated by their approval number and its expiration date in the top right corner of the questionnaire covers.

Open-ended: A type of question in which the data provider's responses are not limited to given alternatives.

Optical disc: A disc that is read optically (e.g., by laser technology), rather than magnetically. (See entry for "CD-ROM.")

Optical scanning: A system of recording responses that transfers responses into machine-readable data through optical mark reading. This method of data capture was used for the NELS:88 *student questionnaires* and *cognitive tests*, as well as for the *parent* and *teacher questionnaires*. (In contrast, responses to certain other questionnaires, such as the *school administrator questionnaire*, were keyed by using conventional data entry methods.)

Out-of-sequence: This term means that a student is not in the grade that he/she would be in if progressing with the majority of the *cohort* through school. For example, most NELS:88 *sample* members were in the tenth grade in the 1989-90 school year; one would be described as out-of-sequence if found to be in the eleventh grade in the 1989-90 school year.

Parent, NELS-targeted parent/guardian: The NELS:88 Parent Component sought to collect information from parents of eligible student/*dropout* respondents. It was asked that the parent or guardian who knew most about his or her child's educational experience complete the questionnaire.

PIN: Personal Identification Number. A unique number assigned to each district and school.

Population: All individuals in the group to which conclusions from a data collection activity are to be applied. Weighted results of NELS:88 data provide estimates for populations and subgroups.

Population variance: A measure of dispersion defined as the average of the squared deviations between the observed values of the elements of a population or *sample* and the population mean of those values.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Poststratification adjustment: A weight adjustment that forces survey estimates to match independent *population* totals within selected poststrata (adjustment cells).

Precision: The difference between a *sample*-based estimate and its expected value. Precision is measured by the *sampling error* (or *standard error*) of an estimate.

Probability sample: A sample selected by a method such that each unit has a fixed and determined probability of selection.

QED: Quality Education Data. QED is a commercial firm that publishes national directories of all public and private schools and districts. Its list of schools in the U.S. constituted the sampling frame for the base year, and provided important information on school location, principal's name, minority enrollment, and other characteristics.

Range check: A determination of whether responses fall within a predetermined set of acceptable values.

Record format: The layout of the information contained in a data *record* (includes the name, type, and size of each field in the record).

Records: A logical grouping of *data elements* within a *file* upon which a computer program acts.

Reliability: The consistency in results of a test or measurement including the tendency of the test or measurement to produce the same results when applied twice to some entity or attribute believed not to have changed in the interval between measurements.

Sample: Subgroup selected from the entire *population*.

Sampling error: The part of the difference between a value for an entire *population* and an estimate of that value derived from a *probability sample* that results from observing only a sample of values.

Sampling variance: A measure of dispersion of values of a statistic that would occur if the survey were repeated a large number of times using the same *sample* design, instrument and data collection methodology. The square root of the sampling variance is the *standard error*.

School administrator questionnaire: This questionnaire was to be completed by the principal and/or someone designated by the principal. The questionnaire sought basic information about school policies, number of students in each class, curriculum offered, programs for disadvantaged and disabled students, and other school characteristics.

School climate: The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School Coordinator: A person designated in each school to act as a contact person between the school and *NORC*. This person assisted with establishing a *survey day* in the school, and in some cases where the school *cluster size* was very small, the School Coordinator administered the student instruments.

School Effectiveness Study: A component of NELS:88 added to the first follow-up to permit the study of school effects. The supplement substantially increased *cluster sizes* and provided in-school representative student *samples* at approximately 250 urban and suburban schools in the thirty largest *MSAs* in order to permit researchers to assess the impact of various school characteristics (such as structural and management characteristics and *school climate*) on student outcomes (such as student achievement and educational experience). This component was continued in the second follow-up, and included *student*, *school administrator*, *teacher*, and *parent questionnaires*, transcript surveys, as well as a *course offerings* component.

Standard deviation: The most widely used measure of dispersion of a frequency distribution. It is equal to the positive square root of the *population variance*.

Standard error: The positive square root of the *sampling variance*. It is a measure of the dispersion of the sampling distribution of a statistic. Standard errors are used to establish *confidence intervals* for the statistics being analyzed.

State augmentation students: In the base year, certain states funded a *sample* of additional schools in the state to produce a representative sample of schools in the state. In this sense, the state's sample was "augmented" to maximize the utility of the NELS:88 data for those states. The students from those base year schools were designated as "augmentation" students, and were followed and surveyed in the first follow-up, though the students had dispersed to many tenth-grade schools. In the second follow-up these students were surveyed again.

Stopout: A student who had one or more occurrences of school non-attendance for 20 or more days (not including any excused absences) who subsequently returned to school. In NELS:88, this term was used for temporary dropouts *within a round* (e.g., out of school in fall 1989 but back spring 1990, as contrasted to 1990 dropouts who were back in school in spring term of 1992).

Student questionnaire: One of the two parts of the student survey (the other part is the *cognitive test battery*). This instrument contained a locator section for *tracing sample* members for future waves of NELS:88 and a series of questions about courses taken, hours spent on homework, and perceptions of the school and the home environment.

Survey day: A day chosen by the school during the data collection period when an *NORC* interviewer and a clerical assistant (or the *School Coordinator* in schools with only a small group of *sample* members) administered the survey to the school's sample of students. The survey day session lasted about three hours for the actual data collection, with about thirty minutes each for preparation and clean-up/preparation of completed materials for mailing.

Teacher questionnaire: Math and science teachers of selected students were asked to complete a teacher questionnaire, which collected data on school and teacher characteristics (including teacher qualifications and experience), evaluations of student performance, and classroom teaching practices.

Teacher, NELS-targeted teacher sample: In the base year and first follow-up, two teacher reports were sought for each student, reflecting a combination of two subjects from four subject areas (English, social studies, science, mathematics). In the second follow-up, one teacher report per pupil was sought for those students who were enrolled mathematics, science, or both, in one of the schools designated for school *contextual data* collection.

Tracing: The locating (and ascertaining of school enrollment status) of NELS:88 *sample* members. Sample members were traced at six points in time subsequent to eighth grade: autumn term 1988, autumn term 1989, spring term 1990, autumn term 1990, autumn term 1991, and spring term 1992.

Transfer student: A NELS:88 *sample* member who moved from one school to another after the subsampling of schools between Phase 1 (the *tracing* of sample members to their school of enrollment) and Phase 2 (the re-verification of *sample* members' school of enrollment).

Unit nonresponse: Failure of a survey unit (for example, at the institutional level, a school, or at the individual level, a respondent, such as a student or a teacher) to cooperate or complete survey instrument. Unit nonresponse may be contrasted to *item nonresponse*, which is the failure of a participating *sample* member to give a valid response to a particular question on a survey instrument.

Validity: The capacity of an item or measuring instrument to measure what it was designed to measure; stated most often in terms of the correlation between scores in the instrument and measures of performance on some external criterion. *Reliability*, on the other hand, refers to consistency of measurement over time. (See entry for "Reliability.")

Variance: See entry for "Population variance" and "Sampling variance."

Weighted estimates: Estimates from a *sample* survey in which the sample data are statistically weighted (multiplied) by factors reflecting the sample design. The weights (referred to as sampling weights) are typically equal to the reciprocals of the overall selection probabilities, multiplied by a *nonresponse* or *poststratification adjustment*. Thus, for example, the 1,035 completed *school administrator questionnaires* in the NELS:88 base year represent a *population* of 38,774 schools. Individual completed cases (that is, base year school administrator questionnaires) may "represent" anywhere from a minimum of 1.5 schools to a maximum of 387.3 schools. To take another example, 12,111 base year questionnaire respondents reported themselves to be male, and a slightly greater number (12,244) reported themselves to be female. When these cases are multiplied by the nonresponse-adjusted student weights to yield a weighted percent that reflects the national population of eighth graders, the estimate for males is 50.1 percent of the 1988 eighth-grade *cohort* while females are estimated to comprise 49.9 percent of the nation's 1988 eighth graders.

Appendix P

Selected Measures of NELS:88 Base Year Data Quality

Base Year Data Quality Indicators

Six tables appear below. The first two tables compare student and parent reports on like items. Table 1 presents base year validity coefficients for selected family background characteristics variables. Table 2 summarizes percentage of cases matched on the selected family background variables, overall and by gender, race, and high and low socioeconomic status. Tables 1 and 2 are adapted from Kaufman, Rasinski, Lee & West (1991).

Tables 3 through 6 explore item nonresponse in the base year student questionnaire as well as cognitive test nonresponse. Table 3 indicates the nine base year student questionnaire items with the highest nonresponse rates; Table 4 depicts the proportion nonresponding to these nine items by selected student characteristics (overall and by gender, race, SES, and composite test quartile); Table 5 shows the average number of items not attempted on the four cognitive tests, overall and by gender, race and SES; the final table (Table 6) displays speededness indices for the base year cognitive tests (that is, the percentage of sample who reached the last item) by race and gender group. Tables 3 through 6 are excerpted from Spencer, Frankel, Ingels, Rasinski & Tourangeau (1990).

Table 1 shows that there was generally a high level of consistency between student and parent responses on factual items that were common to the student and parent questionnaires, although there clearly is information that is far better known to parents than to their eighth graders. The correlation on number of older siblings, for example, was 0.85. The percentage of cases matching on the race/ethnicity item was 92 percent (although a match on the race of the parent respondent and the race of the student is not a logical entailment, given the possibility of mixed race marriages). On the other hand, parents are assumed to be the better reporters of parent educational data; eighth graders apparently overestimated paternal education and underestimated maternal education. Table 2 presents weighted and unweighted data on the percentage of matched cases and correlation coefficients for selected variables.

Tables 3 through 6 address nonresponse issues. The nine base year student questionnaire items with the highest nonresponse rates were analyzed to determine the relationship between nonresponse and student characteristics. These items and their nonresponse rates are listed in Table 3. Table 4 shows the proportion nonresponding to the nine items with the highest nonresponse rates by selected student characteristics. A composite nonresponse variable was created by counting (for each student) the number of items for which a nonresponse was given across these items. The composite was used as a dependent variable in an analysis of variance, with the student's sex, racial/ethnic background, socioeconomic status, and composite (reading and math) test quartile as independent variables. The analysis of variance examined nonresponse as a function of main effects only, ignoring interactions among the independent variables.

Results of this analysis suggest that boys were significantly more likely to be nonrespondents on these items than were girls ($F[1,23459]=143.17$, $p<.01$). The analysis also indicates that there are significantly different nonresponse rates across the five racial/ethnic groups ($F[4,23459]=50.68$, $p<0.0001$). Post hoc Neuman-Keuls tests indicate that blacks were most likely to be item nonrespondents, with an average nonresponse to 1.509 items across the six item scale. Hispanics were next most likely, averaging 1.127 nonresponding items. Asians and American Indians were third, averaging .9481 and .9454 items respectively, but not differing between them. Finally, whites had the least tendency toward nonresponse, averaging .7439 items. A single degree-of-freedom linear contrast of nonresponse across the four test quartiles was significant, indicating that students with lower test scores were more likely to be nonrespondents than those with higher test scores ($F[1,23459]=476.76$, $p< 0.0001$). A similar test for SES failed to show a significant difference ($F[1,23459]=0.00$, n.s.).[1]

Table 5 examines nonresponse on the base year cognitive test battery. Nonresponse patterns for test scores were analyzed by examining the number of items not attempted for each of the four base year cognitive tests. Each measure was included in an analysis of variance, with sex, race/ethnicity, and SES as independent variables; only main effects were tested. A single degree-of-freedom contrast indicated a significant linear effect by SES for reading, math, social studies, and science.[2] For all test subjects, lower SES was related to higher nonresponse.

Another method for assessing test nonresponse is to examine the percentage of students who gave an answer to the final item in each test. Table 6 shows that test "speededness" was not a problem for these broad categories of students, and that an appropriate amount of time was given for completion of each of the four cognitive tests.

For more detailed analysis of data quality issues in the base year, see Kaufman, Rasinski, West and Lee (1991).

For a more detailed examination of data quality issues in the base year cognitive test battery, see Rock and Pollack (1990); for an examination of first follow-up psychometric issues, see Ingels, Scott, Rock, Pollack and Rasinski (1994); and for the second follow-up, the forthcoming *NELS:88 Second Follow-Up Psychometric Report*.

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[1] Though the design effect correction was not used in these analyses, it should be noted that the F statistics were large enough that correcting by the average base year design effect of 2.54 would not have eliminated significant effects.

[2] Reading: ($F[1,23411]=134.09$, $p<01$), math ($F[1,23395]=51.53$, $p<.01$, social studies ($F[1,23411]=28,84$, $p<.01$), and science ($F[1,23395)=12.13$, $p<.01$).

Table 1: Validity coefficients and percentage of cases with matched values on selected family background characteristics

VARIABLE	VALIDITY COEFFICIENT	% CASES MATCHED	RELATIVE BIAS
Race-Ethnicity[3]	0.77[4]	91.6	--
N of siblings	0.83	82.2	0.011
N of older sibs	0.85	86.4	0.049
Father's education	0.82	61.0	0.066
Mother's education	0.76	62.5	-0.082
Father's occupation	0.53	51.8	--
Mother's occupation	0.42	47.8	--
Father's expectations for student's education	0.41	47.5	0.062
Mother's expectations for student's education	0.43	43.1	0.078
Home language	0.62	72.3	--

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[3] Parent item inquires about parent race; student item inquires about student race.

[4] Cramer's V statistic is used for race, father's occupation, mother's occupation, and language usually spoken at home.

Table 2: Weighted and unweighted percentage matched and correlation coefficient on family background characteristics items, by sex, race, and high versus low socioeconomic status

	PERCENT MATCHED		CORRELATION COEFFICIENT	
	Wted.	Unwted.	Wted.	Unwted.
TOTAL				
Race	91.0	91.6	0.75	0.77
N of sibs	82.3	82.2	0.83	0.83
N of older sibs	85.1	86.4	0.85	0.85
Father's ed	60.8	60.1	0.81	0.82
Mother's ed	62.9	62.5	0.74	0.76
SEX: MALE				
Race	90.5	91.1	0.74	0.76
N of sibs	80.7	80.8	0.81	0.82
N of older sibs	84.2	85.7	0.84	0.84
Father's ed	59.7	59.6	0.80	0.82
Mother's ed	60.1	60.1	0.72	0.75
SEX: FEMALE				
Race	91.6	92.0	0.76	0.78
N of sibs	83.8	83.5	0.84	0.85
N of older sibs	86.0	87.0	0.85	0.86
Father's ed	61.9	62.5	0.81	0.83
Mother's ed	65.6	64.9	0.76	0.78
RACE: ASIAN				
Race	68.9	78.1	--	--
N of sibs	85.0	85.2	0.82	0.84
N of older sibs	86.6	88.4	0.86	0.89
Father's ed	53.4	56.4	0.80	0.81
Mother's ed	55.8	56.6	0.74	0.77
ETHNICITY: HISPANIC				
Ethnicity	80.2	82.7	--	--
N of sibs	79.3	78.4	0.81	0.82
N of older sibs	82.7	83.0	0.85	0.85
Father's ed	59.8	60.4	0.72	0.75
Mother's ed	61.1	61.3	0.64	0.65

Table 2: (continued) Weighted and unweighted percentage matched and correlation coefficient on family background characteristics items, by sex, race, and high versus low socioeconomic status

	PERCENT MATCHED		CORRELATION COEFFICIENT	
	Wted.	Unwted.	Wted.	Unwted.
RACE: BLACK				
Race	95.5	95.1	--	--
N of sibs	66.8	66.3	0.73	0.73
N of older sibs	73.7	74.9	0.80	0.79
Father's ed	53.7	53.1	0.63	0.67
Mother's ed	54.1	53.6	0.59	0.62
RACE: WHITE				
Race	94.2	94.2	--	--
N of sibs	85.5	85.7	0.85	0.86
N of older sibs	87.5	88.9	0.86	0.87
Father's ed	62.2	62.6	0.82	0.84
Mother's ed	65.1	64.9	0.77	0.79
SES: HIGH				
Race	93.5	93.4	0.72	0.73
N of sibs	89.4	89.5	0.89	0.88
N of older sibs	90.7	92.3	0.88	0.90
Father's ed	61.2	62.7	0.74	0.74
Mother's ed	59.7	60.9	0.68	0.69
SES: LOW				
Race	89.3	90.3	0.76	0.78
N of sibs	74.4	73.2	0.78	0.78
N of older sibs	77.4	78.2	0.82	0.86
Father's ed	70.2	70.1	--	0.48
Mother's ed	70.8	69.8	--	0.46

Table 3: Nine items with highest nonresponse rates

		Proportion Nonres-ponding	Eligible Respond-ents
BYS16	[IN REFERENCE TO A SECOND NOMINATED HIGH SCHOOL][5] Is this a public school, a private religious school, or a private nonreligious school?	0.137	6,687
BYS24	What language, other than English, do you currently use most often?	0.146	5,655
BYS29	Were you ever enrolled in an English language/language assistance program, that is, a program for students whose native language is not English?	0.120	5,655
BYS67A	Which of the following math classes do you attend at least once a week this school year?--Remedial math	0.168	24,599
BYS67C	Which of the following math classes do you attend at least once once a week this school year?--Algebra (or other advanced math)	0.135	24,599
BYS67AA	Which of the following science classes do you attend at least once a week this school year?--A science course in which you have a laboratory	0.137	24,599
BYS67AC	Which of the following science classes do you attend at least once a week this school year?--Biology (life science)	0.144	24,599
BYS67AD	Which of the following science classes do you attend at least once a week this school year?--Earth Science	0.114	24,599
BYS83J	Have you or will you have participated in any of the following outside-school activities this year, either as a member, or as an officer (for example, vice-president, coordinator, team captain)?--OTHER	0.117	24,599

Note: Proportions were calculated using weighted data.

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[5] (expect to be at, 1990)

Table 4: Proportion nonresponding to nine items with highest nonresponse rates by selected student characteristics

	Q16	Q24	Q29	Q67A	Q67C	Q67AA	Q67AC	Q67AD	Q83J	Average
Overall	.137	.146	.120	.168	.135	.137	.144	.114	.117	.135
Sex										
Male	.151	.174	.122	.201	.161	.160	.168	.134	.136	.156
Female	.124	.119	.117	.135	.109	.113	.120	.094	.097	.114
Race/ethnicity										
Asian	.147	.144	.059	.183	.138	.144	.154	.129	.129	.136
Black	.116	.301	.221	.272	.246	.241	.244	.196	.216	.228
White	.141	.183	.160	.142	.107	.110	.118	.093	.090	.127
Hispanic	.147	.091	.087	.204	.174	.170	.181	.140	.155	.150
American Indian	.105	.219	.168	.149	.133	.142	.152	.094	.159	.147
Socioeconomic Status										
Lowest Quartile	.147	.140	.112	.207	.195	.181	.182	.149	.166	.164
Second Quartile	.135	.135	.106	.160	.141	.134	.145	.117	.123	.133
Third Quartile	.140	.159	.136	.147	.114	.118	.125	.096	.102	.126
Highest Quartile	.122	.157	.132	.157	.091	.113	.124	.094	.076	.118
Cognitive Test Composite										
Lowest Quartile	.172	.194	.149	.237	.238	.213	.221	.184	.198	.201
Second Quartile	.100	.138	.120	.176	.155	.149	.154	.124	.122	.138
Third Quartile	.106	.122	.101	.134	.094	.102	.107	.080	.084	.103
Highest Quartile	.099	.108	.073	.116	.042	.076	.085	.058	.055	.079

Note: Proportions were calculated using weighted data.

Table 5: Average number of items not attempted on four cognitive tests by selected student characteristics

	Reading	Math	History/ Science	Citizenship	Average
Overall	0.391	0.922	0.437	0.285	0.509
Sex					
Male	0.454	0.978	0.451	0.286	0.542
Female	0.327	0.866	0.422	0.282	0.474
Race/ethnicity					
Asian	0.350	0.812	0.473	0.347	0.496
Black	0.840	1.687	0.751	0.485	0.941
White	0.268	0.718	0.347	0.216	0.387
Hispanic	0.611	1.278	0.577	0.432	0.725
American Indian	0.578	1.226	0.748	0.461	0.753
Socioeconomic Status					
Lowest Quartile	0.624	1.228	0.541	0.387	0.695
Second Quartile	0.420	0.984	0.466	0.320	0.548
Third Quartile	0.323	0.833	0.390	0.232	0.445
Highest Quartile	0.201	0.647	0.349	0.198	0.349

Note: Statistics were calculated using weighted data.

Table 6: Speededness indices for test by racial/ethnic and sex groups (percent of sample who reached last item)

Test	Asian	Hispanic	Black	White	Male	Female
Reading	96.1	92.7	87.9	97.3	94.9	95.9
Math	96.1	93.2	89.7	96.2	95.0	94.9
Science	96.2	95.3	92.6	98.0	96.7	97.0
History/Citizenship	96.2	95.5	94.6	97.9	97.0	97.3

Appendix Q

NELS:88 Third Follow-Up (1994) Questionnaire

Note: Certain NELS:88 third follow-up questionnaire items were excluded for the small portion of the sample from which a self-administered version of the questionnaire was collected. The documentation which will accompany the release of the third follow-up data will include a complete list of these items.

OMB #: 1850-0652
Exp. 2/95
4583
6/94

National Education Longitudinal Study
Third Follow-Up

National Opinion Research Center
University of Chicago
1155 E. 60th Street
Chicago, IL 60637

All Identifying Information Will Be Removed From This Questionnaire.

R Name: ____________________

Case ID: |__|__|__|__|__|__|

AQ ID: |__|__|__|__|__|

FI Name: __________________

FI ID: |__|__|__|__|__|__|

Date questionnaire completed ___/___/____

Start Time ___ ___:___ ___ AM/PM

OMB #: 1850-0652
Exp. 2/95

NORC CONFIDENTIALITY ADHERENCES

As a matter of policy, NORC and the National Center for Education Statistics, of the U.S. Department of Education, are concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. The collection of information in this survey is authorized by Section 406 of the General Education Provisions Act (20-USC-1221e-1) and Public Law 100-297.

2. We are asking these questions in order to gather information about the experiences of people beyond high school age as they go on for more training and education, take jobs, start families, and engage in other activities.

3. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can.

4. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d).

Instructions

Please follow the skip patterns indicated on many of the item's responses. Otherwise, it will take you much longer to complete this instrument.

Generally, circle the number beside the best answer, write in numbers or text, or check the spaces provided. If multiple responses are possible for a single item, it will be indicated in the item stem.

1. **In the middle of February 1994, what were you doing?**
CIRCLE ALL THAT APPLY.

    1 Working for pay at a full-time or part-time job
    2 Taking vocational or technical courses at any kind of school or college
    3 Taking academic courses at a two- or four- year college
    4 Serving in an apprenticeship program or government training program
    5 Serving on active duty in the armed forces
    6 Keeping house (that is, a full-time homemaker)
    7 Holding a job but on temporary layoff from work or waiting to report to work
    8 Looking for work
    9 None of the above

2. **Are you currently...**
CIRCLE ONE.

    1 Single, never married
    2 Married
    3 Divorced/separated
    4 Widowed or,
    5 Not married but living in a marriage-like relationship

The next few questions are about the composition of your household.

3. **During the middle of February 1994, who lived in your household besides yourself?**
ENTER THE NUMBER OF EACH TYPE OF HOUSEHOLD MEMBER. .

___ Husband, wife or partner

___ Children or stepchildren

___ Father (biological/natural)

___ Other male guardian (such as a stepfather or foster father)

___ Mother (biological/natural)

___ Other female guardian (such as a stepmother or foster mother)

___ Others not already listed above

4. **Have you ever been married?**
CIRCLE ONE.

1 Yes

2 No SKIP TO ITEM 7 ON [illegible]AGE 3.

5. **How many times have you been married?**
ENTER NUMBER.

_____ times

6. **When did your first marriage begin?**
ENTER MONTH AND YEAR.

_____ / _____

The next questions are about any children you may have.

7. **Please tell me how many children have been born to you.**
ENTER THE NUMBER OF CHILDREN. ENTER "0" IF NONE.

______ children IF NONE, SKIP TO ITEM 9 ON PAGE 3.

8. **For each child, please write in thier birthdates.**
ENTER MONTH, DAY, AND YEAR OF BIRTH. ENTER OLDEST TO YOUNGEST.

Child	Month	Day	Year
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

9. **Which of the following best describes your high school graduation status?**
CIRCLE ONE.

0 Received a high school diploma, graduated with Class of 1992 SKIP TO ITEM 19 ON PAGE 7.

1 Received a high school diploma, did NOT graduate with class

2 Received a GED

3 Received a certificate of attendance

4 Currently enrolled in high school

5 Currently working toward the equivalent of a high school diploma (GED)

6 Did not graduate or earn GED/certificate & are not currently working toward GED/certificate

10. **What is the name and address of the last high school you attended?**
WRITE IN NAME AND ADDRESS.

NAME: ____________________

CITY: ____________________ STATE: ____________________

11. **In what month and year did you START attending the high school identified in item 10?**
WRITE IN MONTH AND YEAR.

_____ / _____

12. **In what month and year did you STOP attending the high school identified in item 10?**
WRITE IN MONTH AND YEAR OR CIRCLE STILL ENROLLED.

_____ / _____ -or- Still enrolled

13. **What is the highest grade you have completed ?**
CIRCLE ONE.

1 9th grade
2 10th grade
3 11th grade
4 12th grade **SKIP TO ITEM 15 ON PAGE 5.**
5 No grade system used **SKIP TO ITEM 15 ON PAGE 5.**

14. **What is the highest grade you have been enrolled in (even if you did not complete the grade)? CIRCLE ONE.**

1 9th grade
2 10th grade
3 11th grade
4 12th grade

15. Please describe your program at the school indicated in item 10.

A. CIRCLE ONE.

1 A college prep, academic, or specialized academic program (i.e. Science or Math) SKIP TO ITEM 16 ON PAGE 6.

2 Another specialized high school program SKIP TO ITEM 16 ON PAGE 6.

3 A vocational, technical, or business and career program SKIP TO ITEM 16 ON PAGE 6.

4 A special education program SKIP TO ITEM 16 ON PAGE 6.

5 An alternative, Stay-in-School, or Dropout Prevention Program

6 A general high school program SKIP TO ITEM 16 ON PAGE 6.

B. CIRCLE ONE.

1 school-within-a-school

2 program for teenage parents

3 dropout prevention program

4 street academy

5 high school re-entry program

6 other

C. **How many hours per week did you attend this program?**

______ hours per week WRITE IN NUMBER.

D. **What type of degree or certification did this program offer?**
CIRCLE ONE.

1 GED

2 State certificate

3 Other

E. **Did the school offer any of the following services?**
CIRCLE ALL THAT APPLY.

1 Special instructional programs
2 Tutoring by teachers
3 Tutoring by other students
4 Incentives or rewards for attendance or classroom performance
5 Individual or group counseling
6 Career counseling
7 Job placement assistance
8 Health care or health care referrals
9 Childcare or nurseries for your children
10 None of the above

16. **Have you ever taken a GED or certification exam?**
CIRCLE ONE.

1 Yes
2 No SKIP TO ITEM 19 ON PAGE 7.

17. **In what month and year did you receive your GED or certificate?**
WRITE IN MONTH AND YEAR. IF YOU DID NOT PASS CIRCLE THAT.

___ __ / _____ Did not pass SKIP TO ITEM 19 ON PAGE 7.

18. **From what state did you receive your GED or certificate?**
WRITE IN STATE.

____

19. **Which of the following examinations have you taken?**
CIRCLE ALL THAT APPLY.

1 SAT (Scholastic Aptitude Test)
2 ACT (American College Testing test)
3 ASVAB (Armed Services Vocational Aptitude Battery)
4 Other
5 None

20. **Since June 1992, have you ever attended a university, college, or vocational/ technical/ trade school where you took courses for academic credit?**
CIRCLE ONE.

1 Yes
2 No **SKIP TO ITEM 31 ON PAGE 29.**

21. **For the FIRST university, college, or school ....**

A. **What is the name and location of the university, college, or school attended?**
WRITE IN NAME, CITY, AND STATE.

NAME: ______________________________

CITY: ____________________ STATE: ____________________

B. **What type of institution is (was) this?**
CIRCLE ONE.

1 Public, 4-year or above?
2 Private nonprofit, 4-year or above? SKIP TO D ON PAGE 8.
3 Private for-profit, 4-year or above? SKIP TO D ON PAGE 8.
4 Public, 2-year?
5 Private nonprofit, 2-year? SKIP TO D ON PAGE 8.
6 Private for-profit, 2-year? SKIP TO D ON PAGE 8.
7 Public, less than 2-year?
8 Private nonprofit, less than 2-year? SKIP TO D ON PAGE 8.
9 Private for-profit, less than 2-year? SKIP TO D ON PAGE 8.

C. **Were you charged in-state or out-of-state tuition?**
CIRCLE ONE.

1 In-state
2 Out-of-state

D. **What was the total amount of tuition and fees you were charged last year or the most recent year you were enrolled?**
WRITE IN DOLLAR AMOUNT.

$________________

E. **When did you start attending?** WRITE IN MONTH AND YEAR.

_____ / _____

F. **When did you stop attending?**
WRITE IN MONTH AND YEAR OR CIRCLE STILL ATTENDING.

_____ / _____ Still attending

G. While attending, were you enrolled . . . CIRCLE ONE.

1 Full-time

2 Half-time but less than full-time, or,

3 Less than half-time

H. What was your major field of study? WRITE IN MAJOR.

____

I. What type of degree or certificate are (were) you studying for?
CIRCLE ONE.

1 None SKIP TO M ON PAGE 10.

2 Certificate

3 Associate's degree

4 Bachelor's degree

5 Other

J. Have you completed the requirements for that degree/certificate?
CIRCLE ONE.

1 Yes

2 No SKIP TO M ON PAGE 10.

K. When did you receive your degree/certificate?
WRITE IN MONTH AND YEAR.

______ / ______

L. Did receiving your degree/certificate result in a job change or promotion?
CIRCLE ONE.

1 Yes

2 No

M. **What types of student financial aid did you receive while attending?**
CIRCLE ALL THAT APPLY.

1 Grants/scholarships/fellowships
2 Loans
3 College work-study
4 Other
5 None SKIP TO O ON PAGE 10.

N. **During your most recent term of enrollment, what is (was) the total amount of financial aid you received?**
WRITE IN DOLLAR AMOUNT.

$____________________

O. **Did you ever have a paying job on campus while enrolled?**
CIRCLE ONE.

1 Yes
2 No

P. **While enrolled, did you ever have a job related to your education, such as an apprenticeship, internship or co-op?**
CIRCLE ONE.

1 Yes
2 No

Q. **Did you take academic courses that you plan(ned) to transfer to a 4-year college or university?** CIRCLE ONE.

1 Yes
2 No

R. **During a typical term, how many hours per week (are) were your classes scheduled to meet?**
WRITE IN NUMBER OF HOURS PER WEEK.

_____________ hours per week

S. **Not including summer or holiday breaks, have you attended this school more than one time, that is, stopped attending for a period of one term or more and then started attending again at a later date?**
CIRCLE ONE.

1 Yes

2 No

T. **How many different times have you attended?**
WRITE IN THE NUMBER OF DIFFERENT TIMES YOU WERE ENROLLED.

__________ times

U. **Have you attended any other postsecondary education institutions?**
CIRCLE ONE.

1 Yes

2 No SKIP TO ITEM 26 ON PAGE 27.

22. **For the SECOND university, college, or school ....**

A. **What is the name and location of the university, college, or school attended?**
WRITE IN NAME, CITY, AND STATE.

NAME: ____

CITY: ______________________ STATE: ______________________

B. **What type of institution is (was) this?**
CIRCLE ONE.

1	Public, 4-year or above?	
2	Private nonprofit, 4-year or above?	SKIP TO D ON PAGE 12.
3	Private for-profit, 4-year or above?	SKIP TO D ON PAGE 12.
4	Public, 2-year?	
5	Private nonprofit, 2-year?	SKIP TO D ON PAGE 12.
6	Private for-profit, 2-year?	SKIP TO D ON PAGE 12.
7	Public, less than 2-year?	
8	Private nonprofit, less than 2-year?	SKIP TO D ON PAGE 12.
9	Private for-profit, less than 2-year?	SKIP TO D ON PAGE 12.

C. **Were you charged in-state or out-of-state tuition?**
CIRCLE ONE.

1 In-state
2 Out-of-state

D. **What was the total amount of tuition and fees you were charged last year or the most recent year you were enrolled?**
WRITE IN DOLLAR AMOUNT.

$________________

E. **When did you start attending?** WRITE IN MONTH AND YEAR.

_____ / _____

F. **When did you stop attending?**
WRITE IN MONTH AND YEAR OR CIRCLE STILL ATTENDING.

_____ / _____ Still attending

G. **While attending, were you enrolled . . .** **CIRCLE ONE.**

1 Full-time

2 Half-time but less than full-time, or,

3 Less than half-time

H. **What was your major field of study?** **WRITE IN MAJOR.**

____

I. **What type of degree or certificate are (were) you studying for?**
CIRCLE ONE.

1 None SKIP TO M ON PAGE 14.

2 Certificate

3 Associate's degree

4 Bachelor's degree

5 Other

J. **Have you completed the requirements for that degree/certificate?**
CIRCLE ONE.

1 Yes

2 No SKIP TO M ON PAGE 14.

K. **When did you receive your degree/certificate?**
WRITE IN MONTH AND YEAR.

_____ / _____

L. **Did receiving your degree/certificate result in a job change or promotion?**
CIRCLE ONE.

1 Yes

2 No

M. **What types of student financial aid did you receive while attending?**
CIRCLE ALL THAT APPLY.

1 Grants/scholarships/fellowships
2 Loans
3 College work-study
4 Other
5 None SKIP TO O ON PAGE 14.

N. **During your most recent term of enrollment, what is (was) the total amount of financial aid you received?**
WRITE IN DOLLAR AMOUNT.

$____________________

O. **Did you ever have a paying job on campus while enrolled?**
CIRCLE ONE.

1 Yes
2 No

P. **While enrolled, did you ever have a job related to your education, such as an apprenticeship, internship or co-op?**
CIRCLE ONE.

1 Yes
2 No

Q. **Did you take academic courses that you plan(ned) to transfer to a 4-year college or university?** CIRCLE ONE.

1 Yes
2 No

R. **During a typical term, how many hours per week (are) were your classes scheduled to meet?**
WRITE IN NUMBER OF HOURS PER WEEK.

_____________ hours per week

S. **Not including summer or holiday breaks, have you attended this school more than one time, that is, stopped attending for a period of one term or more and then started attending again at a later date?**
CIRCLE ONE.

1 Yes

2 No

T. **How many different times have you attended?**
WRITE IN THE NUMBER OF DIFFERENT TIMES YOU WERE ENROLLED.

__________ times

U. **Have you attended any other postsecondary education institutions?**
CIRCLE ONE.

1 Yes

2 No SKIP TO ITEM 26 ON PAGE 27.

23. **For the THIRD university, college, or school ....**

A. **What is the name and location of the university, college, or school attended?**
WRITE IN NAME, CITY, AND STATE.

NAME: ____

CITY: ______________________ STATE: ______________

B. **What type of institution is (was) this?**
CIRCLE ONE.

1	Public, 4-year or above?	
2	Private nonprofit, 4-year or above?	**SKIP TO D ON PAGE 16.**
3	Private for-profit, 4-year or above?	**SKIP TO D ON PAGE 16.**
4	Public, 2-year?	
5	Private nonprofit, 2-year?	**SKIP TO D ON PAGE 16.**
6	Private for-profit, 2-year?	**SKIP TO D ON PAGE 16.**
7	Public, less than 2-year?	
8	Private nonprofit, less than 2-year?	**SKIP TO D ON PAGE 16.**
9	Private for-profit, less than 2-year?	**SKIP TO D ON PAGE 16.**

C. **Were you charged in-state or out-of-state tuition?**
CIRCLE ONE.

1 In-state
2 Out-of-state

D. **What was the total amount of tuition and fees you were charged last year or the most recent year you were enrolled?**
WRITE IN DOLLAR AMOUNT.

$________________

E. **When did you start attending?** **WRITE IN MONTH AND YEAR.**

_____ / _____

F. **When did you stop attending?**
WRITE IN MONTH AND YEAR OR CIRCLE STILL ATTENDING.

_____ / _____ Still attending

G. While attending, were you enrolled . . . CIRCLE ONE.

1 Full-time
2 Half-time but less than full-time, or,
3 Less than half-time

H. What was your major field of study? WRITE IN MAJOR.

____

I. What type of degree or certificate are (were) you studying for? CIRCLE ONE.

1 None **SKIP TO M ON PAGE 18.**
2 Certificate
3 Associate's degree
4 Bachelor's degree
5 Other

J. Have you completed the requirements for that degree/certificate? CIRCLE ONE.

1 Yes
2 No **SKIP TO M ON PAGE 18.**

K. When did you receive your degree/certificate? WRITE IN MONTH AND YEAR.

_____ / _____

L. Did receiving your degree/certificate result in a job change or promotion? CIRCLE ONE.

1 Yes
2 No

M. What types of student financial aid did you receive while attending?
CIRCLE ALL THAT APPLY.

1 Grants/scholarships/fellowships
2 Loans
3 College work-study
4 Other
5 None SKIP TO O ON PAGE 18.

N. During your most recent term of enrollment, what is (was) the total amount of financial aid you received?
WRITE IN DOLLAR AMOUNT.

$______________________

O. Did you ever have a paying job on campus while enrolled?
CIRCLE ONE.

1 Yes
2 No

P. While enrolled, did you ever have a job related to your education, such as an apprenticeship, internship or co-op?
CIRCLE ONE.

1 Yes
2 No

Q. Did you take academic courses that you plan(ned) to transfer to a 4-year college or university? CIRCLE ONE.

1 Yes
2 No

R. **During a typical term, how many hours per week (are) were your classes scheduled to meet?**
WRITE IN NUMBER OF HOURS PER WEEK.

_____________ hours per week

S. **Not including summer or holiday breaks, have you attended this school more than one time, that is, stopped attending for a period of one term or more and then started attending again at a later date?**
CIRCLE ONE.

1 Yes
2 No

T. **How many different times have you attended?**
WRITE IN THE NUMBER OF DIFFERENT TIMES YOU WERE ENROLLED.

__________ times

U. **Have you attended any other postsecondary education institutions?**
CIRCLE ONE.

1 Yes
2 No SKIP TO ITEM 26 ON PAGE 27.

24. **For the FOURTH university, college, or school ....**

A. **What is the name and location of the university, college, or school attended?**
WRITE IN NAME, CITY, AND STATE.

NAME: ____

CITY: ________________________ STATE: __________________

B. **What type of institution is (was) this?**
CIRCLE ONE.

1	Public, 4-year or above?	
2	Private nonprofit, 4-year or above?	SKIP TO D ON PAGE 20.
3	Private for-profit, 4-year or above?	SKIP TO D ON PAGE 20.
4	Public, 2-year?	
5	Private nonprofit, 2-year?	SKIP TO D ON PAGE 20.
6	Private for-profit, 2-year?	SKIP TO D ON PAGE 20.
7	Public, less than 2-year?	
8	Private nonprofit, less than 2-year?	SKIP TO D ON PAGE 20.
9	Private for-profit, less than 2-year?	SKIP TO D ON PAGE 20.

C. **Were you charged in-state or out-of-state tuition?**
CIRCLE ONE.

1 In-state

2 Out-of-state

D. **What was the total amount of tuition and fees you were charged last year or the most recent year you were enrolled?**
WRITE IN DOLLAR AMOUNT.

$________________

E. **When did you start attending?** WRITE IN MONTH AND YEAR.

_____ / _____

F. **When did you stop attending?**
WRITE IN MONTH AND YEAR OR CIRCLE STILL ATTENDING.

_____ / _____ Still attending

G. **While attending, were you enrolled . . .** **CIRCLE ONE.**

1 Full-time
2 Half-time but less than full-time, or,
3 Less than half-time

H. **What was your major field of study?** **WRITE IN MAJOR.**

____

I. **What type of degree or certificate are (were) you studying for?**
CIRCLE ONE.

1 None **SKIP TO M ON PAGE 22.**
2 Certificate
3 Associate's degree
4 Bachelor's degree
5 Other

J. **Have you completed the requirements for that degree/certificate?**
CIRCLE ONE.

1 Yes
2 No **SKIP TO M ON PAGE 22.**

K. **When did you receive your degree/certificate?**
WRITE IN MONTH AND YEAR.

____ / ____

L. **Did receiving your degree/certificate result in a job change or promotion?**
CIRCLE ONE.

1 Yes
2 No

M. **What types of student financial aid did you receive while attending?**
CIRCLE ALL THAT APPLY.

1 Grants/scholarships/fellowships
2 Loans
3 College work-study
4 Other
5 None SKIP TO O ON PAGE 22.

N. **During your most recent term of enrollment, what is (was) the total amount of financial aid you received?**
WRITE IN DOLLAR AMOUNT.

$____________________

O. **Did you ever have a paying job on campus while enrolled?**
CIRCLE ONE.

1 Yes
2 No

P. **While enrolled, did you ever have a job related to your education, such as an apprenticeship, internship or co-op?**
CIRCLE ONE.

1 Yes
2 No

Q. **Did you take academic courses that you plan(ned) to transfer to a 4-year college or university?** CIRCLE ONE.

1 Yes
2 No

R. **During a typical term, how many hours per week (are) were your classes scheduled to meet?**
WRITE IN NUMBER OF HOURS PER WEEK.

__________ hours per week

S. **Not including summer or holiday breaks, have you attended this school more than one time, that is, stopped attending for a period of one term or more and then started attending again at a later date?**
CIRCLE ONE.

1 Yes
2 No

T. **How many different times have you attended?**
WRITE IN THE NUMBER OF DIFFERENT TIMES YOU WERE ENROLLED.

__________ times

U. **Have you attended any other postsecondary education institutions?**
CIRCLE ONE.

1 Yes
2 No **SKIP TO ITEM 26 ON PAGE 27.**

25. **For the FIFTH university, college, or school ....**

A. **What is the name and location of the university, college, or school attended?**
WRITE IN NAME, CITY, AND STATE.

NAME: ______________________________

CITY: ____________________ STATE: ____________________

B. **What type of institution is (was) this?**
CIRCLE ONE.

1	Public, 4-year or above?	
2	Private nonprofit, 4-year or above?	SKIP TO D ON PAGE 24.
3	Private for-profit, 4-year or above?	SKIP TO D ON PAGE 24.
4	Public, 2-year?	
5	Private nonprofit, 2-year?	SKIP TO D ON PAGE 24.
6	Private for-profit, 2-year?	SKIP TO D ON PAGE 24.
7	Public, less than 2-year?	
8	Private nonprofit, less than 2-year?	SKIP TO D ON PAGE 24.
9	Private for-profit, less than 2-year?	SKIP TO D ON PAGE 24.

C. **Were you charged in-state or out-of-state tuition?**
CIRCLE ONE.

1 In-state
2 Out-of-state

D. **What was the total amount of tuition and fees you were charged last year or the most recent year you were enrolled?**
WRITE IN DOLLAR AMOUNT.

$________________

E. **When did you start attending?** WRITE IN MONTH AND YEAR.

_____ / _____

F. **When did you stop attending?**
WRITE IN MONTH AND YEAR OR CIRCLE STILL ATTENDING.

_____ / _____ Still attending

G. **While attending, were you enrolled . . . CIRCLE ONE.**

1 Full-time

2 Half-time but less than full-time, or,

3 Less than half-time

H. **What was your major field of study? WRITE IN MAJOR.**

____

I. **What type of degree or certificate are (were) you studying for? CIRCLE ONE.**

1 None **SKIP TO M ON PAGE 26.**

2 Certificate

3 Associate's degree

4 Bachelor's degree

5 Other

J. **Have you completed the requirements for that degree/certificate? CIRCLE ONE.**

1 Yes

2 No **SKIP TO M ON PAGE 26.**

K. **When did you receive your degree/certificate? WRITE IN MONTH AND YEAR.**

_____ / _____

L. **Did receiving your degree/certificate result in a job change or promotion? CIRCLE ONE.**

1 Yes

2 No

M. **What types of student financial aid did you receive while attending?**
CIRCLE ALL THAT APPLY.

1 Grants/scholarships/fellowships
2 Loans
3 College work-study
4 Other
5 None **SKIP TO O ON PAGE 26.**

N. **During your most recent term of enrollment, what is (was) the total amount of financial aid you received?**
WRITE IN DOLLAR AMOUNT.

$____________________

O. **Did you ever have a paying job on campus while enrolled?**
CIRCLE ONE.

1 Yes
2 No

P. **While enrolled, did you ever have a job related to your education, such as an apprenticeship, internship or co-op?**
CIRCLE ONE.

1 Yes
2 No

Q. **Did you take academic courses that you plan(ned) to transfer to a 4-year college or university? CIRCLE ONE.**

1 Yes
2 No

R. **During a typical term, how many hours per week (are) were your classes scheduled to meet?**
WRITE IN NUMBER OF HOURS PER WEEK.

____________ hours per week

S. **Not including summer or holiday breaks, have you attended this school more than one time, that is, stopped attending for a period of one term or more and then started attending again at a later date?**
CIRCLE ONE.

1 Yes

2 No

T. **How many different times have you attended?**
WRITE IN THE NUMBER OF DIFFERENT TIMES YOU WERE ENROLLED.

__________ times

U. **Have you attended any other postsecondary education institutions?**
CIRCLE ONE.

1 Yes

2 No

26. **Did your parents take out loans or borrow money to finance your postsecondary schooling?**
CIRCLE ONE.

1 Yes

2 No

27. **What is the total amount you have borrowed to finance your postsecondary education?**
WRITE IN DOLLAR AMOUNT. WRITE IN "O" IF NONE.

$________________

28. During the last two years, have you had one or more courses in the following:
CIRCLE YES OR NO COLUMN FOR COURSES TAKEN SINCE LEAVING HIGH SCHOOL.

Course	YES	NO
Remedial English	1	2
Remedial math	1	2
Non-remedial math	1	2
Physics	1	2
Chemistry	1	2
Biology	1	2
Foreign languages	1	2

29. During the past two years, have you received the following services?
FOR EACH TYPE OF SERVICE, CIRCLE IF THE SERVICE WAS NOT AVAILABLE, WAS AVAILABLE BUT YOU DID NOT RECEIVE IT, OR YOU DID RECEIVE THE SERVICE.

	NOT AVAILABLE	AVAILABLE BUT DID NOT RECEIVE	RECEIVED
Formal tutoring (including tutoring by faculty or students)?	1	2	3
Counseling (on personal, academic, financial, or job or career choices?	1	2	3
Special instruction (in areas such as Remedial English, Remedial Mathematics, reading improvement, improving writing skills, how to take tests or how to study more efficiently)?	1	2	3

30. **Have you participated in any of the following extracurricular activities?**
CIRCLE YES OR NO COLUMN.

	YES	NO
Varsity intercollegiate athletics	1	2
Other intercollegiate athletics	1	2
Intramural athletics	1	2
Performing arts (such as, music groups, theater, etc.)	1	2
College newspaper or radio station	1	2
Student government or political groups	1	2
Social clubs, fraternities/sororities	1	2
Volunteer services to fellow students	1	2
Volunteer services to community groups	1	2

31. **What is the highest level of education you ever expect to complete?**
CIRCLE ONE.

1 Some high school
2 Finish high school or earn high school equivalency diploma or certificate
3 Vocational/trade/business school after high school - less than 2 years
4 Vocational/trade/business school after high school - 2 or more years
5 College program - less than 2 years
6 College program - 2 or more years - associate's degree
7 College program - finish college - bachelor's degree
8 College program - master's degree or equivalent
9 College program - Ph.D. or equivalent
10 College program - M.D., L.L.B., J.D., D.D.S. or equivalent

32. The following table concerns your employment history from June 1992 to today. Now, please think back to June of 1992. At that time were you employed, unemployed and receiving unemployment compensation, unemployed and NOT receiving unemployment compensation, or were you out of the labor force (that is, not working, not looking for work AND not receiving unemployment compensation)? Again, out of the labor force means that you were not working, not looking for work AND not receiving unemployment compensation.

WRITE IN 1, 2, 3, OR 4 FOR EACH MONTH.

1 EMPLOYED (WORKING ANY PART OF THE MONTH)

2 UNEMPLOYED AND RECEIVING UNEMPLOYMENT COMPENSATION

3 UNEMPLOYED AND NOT RECEIVING UNEMPLOYMENT COMPENSATION

4 OUT OF THE LABOR FORCE

Month: Year-- >	**1992**	**1993**	**1994**
January	N/A		
February	N/A		
March	N/A		
April	N/A		
May	N/A		
June			
July			
August			
September			N/A
October			N/A
November			N/A
December			N/A

33. **How many jobs did you have during the time period of June 1992 through December 1992?**
WRITE IN NUMBER OF JOBS. WRITE IN "0" IF NONE AND SKIP TO ITEM 34 ON PAGE 32.

_______ jobs IF NONE, SKIP TO ITEM 34 ON PAGE 32.

A. **Do you consider yourself to have been primarily a student or primarily employed during that time period?**
CIRCLE ONE.

1 Student

2 Employed SKIP TO C ON PAGE 31.

B. **Was this job related to your schooling?**
CIRCLE ONE. IF MULTIPLE JOBS, PICK ONE HELD LONGEST.

1 Yes SKIP TO ITEM 34 ON PAGE 32.

2 No SKIP TO ITEM 34 ON PAGE 32.

C. **On this job, were you a(n)...?**
CIRCLE ONE. IF MULTIPLE JOBS, PICK ONE HELD LONGEST.

1 Employee of a private company

2 Government employee (federal, state or local)

3 Self-employed in your own business

4 Working without pay on a family business or farm

5 Working without pay in a volunteer job

D. **What type of business or industry was this? What did this firm make or do?**
WRITE IN INDUSTRY DESCRIPTION.

____

____

E. **Describe your job or occupation at this job (for example, cook, truck driver, cashier, salesman, nurse, school teacher, etc.). What was your job title?**
WRITE IN OCCUPATION DESCRIPTION.

____

F. **On average, how many hours per week did you work at this job?**
WRITE IN NUMBER OF HOURS PER WEEK.

____________ hours per week

G. **Would you have preferred to work more hours per week at this job?**
CIRCLE ONE.

1 Yes

2 No

H. **Did you hold two or more jobs at the same time?**
CIRCLE ONE.

1 Yes

2 No

I. **What were your total earnings from all the jobs you had?**
WRITE IN TOTAL EARNINGS FOR THE PERIOD (JUNE, 1992 - DECEMBER, 1992). WRITE IN "0" IF NONE.

$________________

34. **How many jobs did you have during the time period of January 1993 through December 1993?**
WRITE IN NUMBER OF JOBS. WRITE IN "0" IF NONE AND SKIP TO ITEM 35 ON PAGE 39.

________ jobs **IF NONE, SKIP TO ITEM 35 ON PAGE 39.**

A. Do you consider yourself to have been primarily a student or primarily employed during that time period?
CIRCLE ONE.

1 Student

2 Employed SKIP TO C ON PAGE 33.

B. Was this job related to your schooling?
CIRCLE ONE.

1 Yes SKIP TO ITEM 35 ON PAGE 39.

2 No SKIP TO ITEM 35 ON PAGE 39.

C. On this job, were you a(n)...?
CIRCLE ONE. IF MULTIPLE JOBS, PICK ONE HELD LONGEST.

1 Employee of a private company

2 Government employee (federal, state or local)

3 Self-employed in your own business

4 Working without pay on a family business or farm

5 Working without pay in a volunteer job

D. What type of business or industry was this? What did this firm make or do?
WRITE IN INDUSTRY DESCRIPTION.

____

____

E. Describe your job or occupation at this job (for example, cook, truck driver, cashier, salesman, nurse, school teacher, etc.). What was your job title?
WRITE IN OCCUPATION DESCRIPTION.

____

F. **On average, how many hours per week did you work at this job?**
WRITE IN NUMBER OF HOURS PER WEEK.

______________ hours per week

G. **Would you have preferred to work more hours per week at this job?**
CIRCLE ONE.

1 Yes

2 No

H. **Did you hold two or more jobs at the same time?**
CIRCLE ONE.

1 Yes

2 No

I. **What were your total earnings from all the jobs you had?**
WRITE IN TOTAL EARNINGS FOR THE PERIOD. WRITE IN "0" IF NONE.

$________________

J. **Did you receive any formal training or education from this job?**
CIRCLE ONE.

1 Yes

2 No

K. Did you participate in an apprenticeship?
CIRCLE ONE.

1 Yes
2 No SKIP TO ITEM N ON PAGE 36.

L. Was that a formal or informal apprenticeship?
CIRCLE ONE.

1 Formal
2 Informal

M. Was this apprenticeship union-sponsored?
CIRCLE ONE.

1 Yes
2 No

N. Did your employer make available to you any of the following benefits:
CIRCLE YES OR NO BELOW.

	YES	NO
Medical, surgical, or hospital insurance that covers injuries or major illness off the job	1	2
Dental benefits	1	2
Life insurance that would cover your death for reasons not connected with your job	1	[✓ 2]
Sick days with pay	1	2
Paid vacation	1	2
Paid maternity or paternity leave that will allow you to go back to your old job or one that pays the same as your old job	1	2
Unpaid maternity or paternity leave that will allow you to go back to your old job or one that pays the same as your old job	1	2
A pension plan	1	2
Childcare assistance	1	2
Unpaid leave to care for a parent, spouse, or child with a serious health condition, that will allow you to go back to your old job or one that has the equivalent pay and benefits as your old job	1	2
Unpaid leave for your own serious health condition	1	2
Intermittent or reduced leave for a serious health condition of yours, a parent, spouse or child, or for the birth, adoption or foster placement of a child	1	2

O. Did you received employer-provided training benefits, such as attending an education program?
CIRCLE ONE.

1 Yes

2 No **SKIP TO ITEM U PAGE 38.**

P. **Did you participate in the following?**
CIRCLE ALL THAT APPLY.

1 On-site formal employer-provided training during working hours
2 Informal on-the-job training
3 Off-site formal employer-provided training during working hours
4 Tuition aid or financial assistance for attending educational institutions
5 None of the above

Q. **What was the total number of weeks you attended any training or education program? Please include ALL the training/education you received.**
WRITE IN NUMBER OF WEEKS.

__________ weeks

R. **How many hours per week did you attend this training or education program?**
WRITE IN NUMBER OF HOURS. IF ATTENDED MORE THAN ONE PROGRAM, ENTER NUMBER OF HOURS FOR PROGRAM THAT LASTED THE LONGEST.

__________ hours

S. **Where did you receive this training or education?**
CIRCLE ONE.

1 A high school
2 A vocational, trade, business, or other career training school
3 A junior or community college
4 A college or university
5 An independent graduate or professional school
6 A military service
7 A job site
8 Other

T. **How did the training you received relate to your experiences on the job?**
CIRCLE WHETHER YOU AGREE OR DISAGREE WITH EACH STATEMENT.

	AGREE	DISAGREE
I was able to apply most of what was learned	1	2
The job was different from the way I was trained	1	2
I did not use the tools or equipment I was trained to use	1	2
I could have gotten the job without training	1	2
Coursework I took was associated with but not helpful in performing job	1	2
Most of what I did on the job I learned to do in school	1	2

U. **How satisfied were you with the following aspects of your job?**
CIRCLE LEVEL OF SATISFACTION FOR EACH ROW.

	VERY	SOMEWHAT	NOT
The job's pay and fringe benefits	1	2	3
Its importance and challenge	1	2	3
Its working conditions	1	2	3
The opportunity for promotion and advancement	1	2	3
The opportunity to use past training and education	1	2	3
Its security and permanence	1	2	3
The opportunity to further your education	1	2	3

35. **How many jobs did you have during he time period of January 1994 through today?**
WRITE IN NUMBER OF JOBS. WRITE IN "0" IF NONE AND SKIP TO ITEM 36 ON PAGE 40.

_______ jobs

A. **Do you consider yourself to have been primarily a student or primarily employed during that time period?**
CIRCLE ONE.

1 Student

2 Employed **SKIP TO C ON PAGE 39.**

B. **Was this job related to your schooling?**
CIRCLE ONE.

1 Yes **SKIP TO ITEM 36 ON PAGE 40.**

2 No **SKIP TO ITEM 36 ON PAGE 40.**

C. **On this job, were you a(n)...?**
CIRCLE ONE. IF MULTIPLE JOBS, PICK ONE HELD LONGEST.

1 Employee of a private company

2 Government employee (federal, state or local)

3 Self-employed in your own business

4 Working without pay on a family business or farm

5 Working without pay in a volunteer job

D. **What type of business or industry was this? What did this firm make or do?**
WRITE IN INDUSTRY DESCRIPTION.

____

____

E. Describe your job or occupation at this job (for example, cook, truck driver, cashier, salesman, nurse, school teacher, etc.). What was your job title?
WRITE IN OCCUPATION DESCRIPTION.

____

F. On average, how many hours per week did you work at this job?
WRITE IN NUMBER OF HOURS PER WEEK.

__________ hours per week

G. Would you have preferred to work more hours per week at this job?
CIRCLE ONE.

1 Yes
2 No

H. Did you hold two or more jobs at the same time?
CIRCLE ONE.

1 Yes
2 No

I. What were your total monthly earnings?
WRITE IN TOTAL MONTHLY EARNINGS. WRITE IN "0" IF NONE.

$__________

36. Are you limited in the kind of job or amount of work you can do because of any impairment or health problem?
CIRCLE ONE.

1 Yes
2 No

37. **Do you plan on working overseas in the future?**
CIRCLE ONE.

1 Yes

2 No

38. **What job or occupation do you expect or plan to have when you are 30 years old?**
WRITE IN OCCUPATION DESCRIPTION.

____

____

39. **What was YOUR total income from all sources, before taxes, in 1993? This figure should include salaries, wages, pensions, dividends, interest, unemployment compensation, grants, financial aid, scholarships, government assistance (AFDC) and all other income.**
WRITE IN DOLLAR AMOUNT. WRITE IN "0" IF NO INCOME.

$____________________

40. **What do you expect your total annual income to be when you are 30 years old?**
WRITE IN DOLLAR AMOUNT.

$____________________

41. **What are your current monthly payments for the following?**
WRITE IN DOLLAR AMOUNT. WRITE IN "0" IF NONE.

$__________ Home mortgage or rent for your primary residence

$__________ Automobile loans

$__________ Other debts

42. Do you contribute to anyone else's support, such as grandparents, aunts, or other relatives, regardless of whether or not they currently live with you?
CIRCLE ONE.

1 Yes

2 No SKIP TO ITEM 44 ON PAGE 42.

43. How much would you estimate you spend annually for this (these) person's support?
WRITE IN DOLLAR AMOUNT.

$____________________

44. Since the time you left high school, have you earned any type of license (such as broadcasting, hairdresser, real estate, etc.)?
CIRCLE ONE.

1 Yes

2 No SKIP TO ITEM 47 ON PAGE 43.

45. How many licenses have you earned since leaving high school?
WRITE IN NUMBER.

____

46. **Please list all licenses and dates (month/year) received below:**
WRITE IN.

DATE	LICENSE
/	
/	
/	
/	
/	
/	
/	
/	
/	
/	
/	
/	

47. **During weekdays, that is, Monday through Friday, about how many hours per day do you watch TV?**
CIRCLE ONE.

1 Don't watch TV during weekdays
2 Less than 1 hour
3 1 hour or more, less than 2
4 2 hours or more, less than 3
5 3 hours or more, less than 4
6 4 hours or more, less than 5
7 5 hours or more, less than 6
8 6 hours or more, less than 7
9 7 hours or more, less than 8
10 8 hours or more

48. **For each activity listed, please indicate if, during an average week, you participate in that activity one or more times per week.**
CIRCLE YES OR NO FOR EACH ACTIVITY.

	YES	NO
Working on hobbies, arts, or crafts on your own	1	2
Participating in religious activities	1	2
Talking or doing things with your mother or father	1	2
Participating in sports (not sponsored by your school)	1	2
Reading for pleasure	1	2

49. **Please indicate how important each of the following is to your life:**
CIRCLE ONE COLUMN FOR EACH STATEMENT.

	Very Importatnt	Somewhat Important	Not Important
Being successful in your line of work	1	2	3
Having lots of money	1	2	3
Having strong friendships	1	2	3
Being able to find steady work	1	2	3
Being able to give your children better opportunities than you've had	1	2	3

50. The next few questions are about unpaid volunteer or community service work. Please indicate which organizations (if any) you have worked with during the past 12 months. CIRCLE ALL THAT APPLY.

1 Youth organizations-i.e., little league coach, scout leader, etc.
2 A union, farm, trade or professional association
3 Political clubs or organizations
4 A church or church-related activities (not including worship services)
5 Organized volunteer work--such as in a hospital
6 Sports teams or sports clubs
7 Educational organizations--such as an academic group
8 Other
9 None SKIP TO ITEM 53 ON PAGE 46.

51. Which one do (did) you participate in most frequently? CIRCLE ONLY ONE.

1 Youth organizations-i.e., little league coach, scout leader, etc.
2 A union, farm, trade or professional association
3 Political clubs or organizations
4 A church or church-related activities (not including worship services)
5 Organized volunteer work--such as in a hospital
6 Sports teams or sports clubs
7 Educational organizations--such as an academic group
8 Other

52. During the past 12 months, how many hours per week did you do volunteer work? WRITE IN NUMBER OF HOURS PER WEEK.

_______________ hours per week

53. Are you currently registered to vote?
CIRCLE ONE.

1 Yes
2 No

54. During the past 12 months, have you voted in a local, state, or national election?
CIRCLE ONE.

1 Yes
2 No

55. Did you vote in the 1992 Presidential election?
CIRCLE ONE.

1 Yes
2 No

56. Lots of things happen to individuals or to their families that may affect young people's lives. For each item on the list, please indicate if that event has happened to you or a family member. These questions are voluntary and you may refuse to answer any or all of them.
CIRCLE YES OR NO FOR EACH ACTIVITY.

	YES	NO
You or a close friend were arrested or incarcerated	1	2
You or a family member became seriously ill or disabled	1	2
You or a family member were a victim of a serious crime	1	2
There was a death in your family	1	2

The next items ask about your sexual activity. Let me remind you that all the information you provide is kept strictly confidential.

57. **Have you ever had sexual intercourse?**
CIRCLE ONE.

1 Yes
2 No **SKIP TO 62 ON PAGE 48.**

58. **When did you have sexual intercourse for the first time?**
WRITE IN MONTH AND YEAR.

________ / ________

59. **Thinking back to the first time you had sexual intercourse, did you and your partner use any method of birth control to prevent pregnancy or sexually transmitted disease?**
CIRCLE ONE.

1 Yes
2 No

60. **In the last month, how often did you have intercourse?**
CIRCLE ONE.

1 Three or more times
2 Two times
3 Once
4 Not at all

61. **The last time you had intercourse, did you and your partner use any method of birth control to prevent pregnancy or sexually transmitted disease; and if so, what method did you use?**
CIRCLE All THAT APPLY.

1 None
2 Pill
3 Condom
4 Sterilization
5 Withdrawal
6 Diaphragm
7 Some other method (Write in: ____)

62. **What percentage of the people in the neighborhood where you grew up were of the same race and ethnicity as you?**
WRITE IN PERCENTAGE.

_________ %

63. **What percentage of the people in your present neighborhood are of the same race and ethnicity as you?**
WRITE IN PERCENTAGE.

_________ %

64. **What percentage of the people in your workplace are of the same race and ethnicity as you?**
WRITE IN PERCENTAGE.

_________ %

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LOCATING INFORMATION

Please enter the correct spelling of your name and current address.

Name ____

Address ____

City ___________________________ State ______ Zip ________

Telephone: Home (____) ____ - ________ Work (____) ____ - __________

Please enter the names, addresses and telephone numbers of two people who would most likely know where to reach you.

Name ____

Address ____

City ___________________________ State ______ Zip ________

Telephone: Home (____) ____ - ________ Work (____) ____ - __________

Relationship to you: ________________________________

Name ____

Address ____

City ___________________________ State ______ Zip ________

Telephone: Home (____) ____ - ________ Work (____) ____ - __________

Relationship to you: ________________________________

What is your driver's license number? ________________________

In what state was it issued? ____________________________

Thank you very much for your time and cooperation.

Stop Time ____ ____:____ ____ AM/PM

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